

Palm Bay Elementary School



2017-18 Schoolwide Improvement Plan

Palm Bay Elementary School

1200 ALAMANDA RD NE, Palm Bay, FL 32905

<http://www.palmbay.es.brevard.k12.fl.us>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	D	C*	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Brevard County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Palm Bay Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Palm Bay Elementary School's mission is to empower our diverse community to lead and learn.

b. Provide the school's vision statement.

Palm Bay Elementary School's vision is to be the first choice for innovative leaders and learners.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The staff of Palm Bay Elementary (PBE) School builds relationships with students and learns about students' cultures primarily through daily instructional interactions and two-way communicative methods. Relationship building strategies are expected to be embedded into classroom practices. In addition, several school events are planned throughout the school year, outside of school hours. Palm Bay Elementary faculty and staff members strive to provide community outreach through being present at Title I family nights and community events. These occasions allow families to come together with the PBE staff for positive academic and social interactions. Parent and student surveys are administered annually to afford families an opportunity to provide the school with feedback regarding its ability to foster positive relationships that promote cultural acceptance, respect, and understanding. In February of 2018, Palm Bay Elementary teachers will participate in a poverty simulation professional development to gain a deeper understanding of the challenges students and families who live in poverty experience.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Above all, Palm Bay Elementary School creates an environment where students feel safe and respected before, during and after school by engaging all staff members to commit to making each adult to student interaction a positive one. Throughout the year, staff members receive various trainings which are supportive of creating a safe, educational environment. All students are taught they can go to any adult on campus to seek advice or help. Two school guidance counselors are readily available to assist students as needed. The counselors facilitate monthly assemblies which have a social-emotional instructional focus. A Principal Leadership Council was created in which elected students representing all classes from grades 4-6 meet to discuss issues and problem solve with the principal. Additionally, supervision and safety procedures are utilized and continuously monitored to ensure effective implementation. Just prior to the start of the 2017-18 school year, school-wide procedures were reviewed and revised by Palm Bay Elementary staff. Staff members continuously teach students these specific procedures for each area of the school. In addition, Palm Bay Elementary is in its second year of implementing Positive Behavior Intervention Support. School-wide expectation language has been established, and teachers embed behavioral expectation lessons within instructional lessons throughout the day. Palm Bay Elementary prohibits bullying, harassment, violence, and abuse. All safety procedures for reporting and following through with these types of acts are followed. A school safety committee was developed to provide a framework which enables Palm Bay Elementary to effectively prepare for, respond to, and recover from emergencies.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Palm Bay Elementary School is in the second year of implementing Positive Behavior Intervention Support (PBIS). PBIS is a systematic approach in teaching behavioral expectations throughout the school. It is based on a proactive model which teaches the behaviors, reinforces and recognizes students who are able to model these behaviors, and has systems in place to support students who have a difficult time or may present with more challenging behaviors. Classroom teachers are required to manage minor behavior and disciplinary incidents with the expectation to redirect students and review expectations (teach and reteach). Administration will take action to resolve and remediate more severe student behavior using various resources, including the Brevard Public School's district-wide discipline policy. Palm Bay Elementary continuously receives support from the district to achieve PBIS implementation goals. District trainers will provide behavior toolkit training to classroom teachers as well. It is the expectation that all Palm Bay Elementary stakeholders will hold each other accountable for ensuring the school-wide behavior system is implemented with fidelity. In addition, PBE staff will receive training throughout the school year to support the school-wide behavioral system. During pre-planning week, teachers participated in reviewing the revised school-wide procedures and expectations. Methods for teaching students about school-wide policies and expectations were modeled and shared with classroom teachers (above the line/below the line dialogue and morning meetings/class meetings). On August 4th, teachers participated in a social-emotional professional development called Sanford Harmony. The goal of Harmony is to incorporate specialized teaching strategies into classroom activities—from preschool through sixth grade—in an effort to reduce bullying, and help develop the youth of today into tolerant, compassionate, and caring adults for the future. Each grade level is equipped with Harmony curriculum to utilize as needed.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Palm Bay Elementary is implementing new processes to ensure the social-emotional needs of all students are being met. Staff members are partaking in trainings based on the philosophy that educators are called to develop the whole child (mind, body, heart, and spirit). Guidance is also involved in providing social-emotional support to students through counseling and family outreach programs. Once per month, PBE guidance counselors host grade level assemblies with a social-emotional instructional focus. Mindfulness relaxation and reflection time is also being offered through the guidance department to students who need extra support managing their behavior. Classroom teachers are using opportunities for morning/class meetings to discuss conflict resolution and social interaction skills. Since 2016, Palm Bay Elementary has adopted a LEAD philosophy. Students are taught and expected to demonstrate leadership qualities on campus and in their communities. Students demonstrating positive characteristics are provided with leadership opportunities. The LEAD acronym ties directly to PBE's Positive Behavior Intervention Support expectation language (L: Listen to learn, E: Encourage good habits, A: Applaud diversity, and D: Do the right thing). Student Success Celebrations are planned quarterly to recognize students for academic achievement, leadership skills, and good citizenship.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Early warning data at Palm Bay Elementary School is retrieved from the AS400 data management system. This data base allows administrators to access reports to identify attendance, behavior

referrals and suspensions, course failures, state assessment results, free and reduced lunch population, entry and withdrawal history, and demographic information. Administrators and guidance personnel analyze most of these data points monthly and some annually. This information provides school leaders with information to make critical decisions regarding educational program planning and instruction. Teachers meet with administration on a bi-weekly basis to discuss student academics and progress monitoring. Various data points, including those related to the school's early warning system, are also discussed bi-weekly. PBE's guidance department also follows protocol for monitoring attendance and tardy issues.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	57	31	32	34	33	19	26	0	0	0	0	0	0	232
One or more suspensions	10	7	6	6	5	7	8	0	0	0	0	0	0	49
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	49	58	36	35	0	0	0	0	0	0	178

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	6	2	2	23	22	13	15	0	0	0	0	0	0	83

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Palm Bay Elementary employs multiple intervention strategies to improve the academic performance of students identified by the early warning system.

ATTENDANCE BELOW 90 PERCENT: Guidance counselors monitor attendance reports for frequent absences and tardy occurrences. Parent contact is made via phone, and written communication is sent through the mail to address habitual absences. Pat Gaines-Jackson is contacted when district intervention is needed. Classroom teachers are asked to call home after the second consecutive absence to inquire about a student's attendance. In addition, the guidance office has provided classroom teachers with more support in following policies and procedures regarding student attendance.

ONE OR MORE SUSPENSIONS: Student discipline data is reviewed on a monthly basis by administration. Students with one or more suspensions participate in counseling with school guidance personnel. These students are also paired with a mentor adult on campus and engaged in positive conferences, bimonthly at minimum.

COURSE FAILURE AND LEVEL 1: The PBE leadership team analyzes assessment data from state, district, and grade level assessments to identify students failing ELA and/or Math. Classroom teachers work collaboratively with district support teachers, school ESE and Title I teachers, and academic coaches to create standards-based lessons that specifically meet the needs of struggling students in both content areas. These students are also discussed during bi-weekly MTSS and bi-weekly Teacher Data Team meetings. Additionally, PBE is using the iReady blended learning program. This tool provides teachers with diagnostic and progress monitoring data in Reading and Math. Reading data is also retrieved from the Phonic Screener for Intervention (PSI) and FAIR. This data allows teachers to design matched intervention lessons for students requiring extra support to

attain grade level status. The iReady program also provides teachers with resources to create quality intervention lessons. Other reading intervention resources include Leveled Literacy Intervention (LLI), Blueprint for Phonological Awareness/Phonics, and Comprehension Toolkit resources. Teachers scaffold grade level instruction for below grade level students during the 90 minute Reading Block, and remedial literacy lessons are instructed during the additional literacy intervention hour of instruction. Math intervention resources include iReady and Marilyn Burn's Do the Math kits. PBE's frequent monitoring of student progress ensures that students are participating in the correct intervention. Students are referred to IPST when additional academic or behavioral interventions are needed. Palm Bay Elementary school's high percentage of below grade level students indicate a great need to improve Tier I classroom instruction. Kelly Hackett (PBE's reading coach), Michelle Hume (PBE's math coach), Rita Hays and Sandra Davis (district math resource teachers), and Anne Skinner (district Title I resource teacher) are working collaboratively with PBE classroom teachers to improve Tier I planning and instruction. These reading and math supports will increase student achievement and decrease student intervention needs. The Academic Support Program (ASP) also provides remediation services for level 1, lowest quintile students in 3rd and 4th grades from mid-year through May after school. The ASP program is opened to additional grade levels as availability allows.

TWO OR MORE INDICATORS: Students falling into the categories of two or more indicators will receive all intervention strategies provided to assist in remediating for the student. In addition, these students will be monitored through PBE's multi-tiered system of supports (MTSS). A PBE staff member will be assigned as a mentor to the struggling student.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Barbara Miller, PBE's gifted student teacher, serves as the school's Business Partner Coordinator. Mrs. Miller meets with current business partners to continue a positive working relationship between the business and school. Mrs. Miller also attends several district sponsored meetings per year to make connections with new business and community partners. Mr. Mahl (principal), Mrs. Woodbury (assistant principal), and Mrs. Jost (assistant principal) attend community gatherings throughout the school year to meet and develop working relationships with parents, community leaders, business owners, and church affiliates who are established directly in our surrounding school community. Additional PBE classroom teachers serve as subject area contacts. These teachers often schedule community programs to visit PBE to make presentations that support our instructional program. Two-way communication allows PBE and current community and business partners and programs to work together to utilize a plethora of resources available to support our school, thus impacting student achievement. Current community and

business partners and programs include the following: Community Credit Union Bank; The Church of Our Savior, Greater God's House of Worship, Truth Revealed, Mt. Moriah Missionary Church and other local churches; Valic; Horace Mann; Grand Canyon University; Chick-fil-A; Texas Roadhouse; The Fountains; Sombreros; Sorrentos; Barnes N Noble; Chuck E. Cheese; Captain Wattage; Keep Brevard Beautiful; March of Dimes; Brevard Schools Foundation; Junior Achievement; Cady Studios; guest presenters for Career Day; Contrax furniture; The Hunger Project; Rolling Readers; Einstein Brothers Bagels; the Fab Lab; Acorn Mini Storage; PIP Printing; Club Esteem; March of Dimes; Puerto Rican Day Parade event; Harris; Miller & Hurt Financial Group; Amy B. Van Fossen, P.A. law office; and the local author's Theatre Group.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Mahl, Michael	Principal
Hume, Michelle	Instructional Coach
Jost, Janene	Assistant Principal
Bishop, Kelly	School Counselor
Woodbury, Stephanie	Assistant Principal
Hackett, Kelly	Instructional Coach
Gjesdahl, Suzy	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The school-based leadership team consists of administration, guidance, Title I coordinator, Literacy coach, Math coach, and grade level contacts. The Leadership Team members meet several times throughout the year to discuss the fidelity and effectiveness of the strategies identified in the school improvement plan. This includes all leadership members to participate in school-wide data analysis to develop/revise plans to increase student achievement. This team facilitates the communication of this information to all educational professionals and stakeholders.

Multi-Tiered System of Support MTSS meetings are held on a bi-monthly basis to discuss students in need of academic and/or behavioral interventions. Leadership team members, teachers, and any additional staff that may be able to offer support in their area of expertise are expected to participate. It is through these meetings that discussions of classroom assessment data, grade level data trends, teaching strategies, curriculum, progress monitoring, and student behaviors are analyzed. If implemented interventions do not show an increase in student performance, a new or more intensive approach is developed.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

PBE's leadership team is responsible for ensuring continued commitment to the school's mission and vision. PBE's mission is to empower our diverse community to lead and learn. PBE's vision is to be the first choice for innovative leaders and learners. The leadership team meets often during the summer and pre-planning week to partake in the needs assessment process for the school. This process allows the leadership team to identify areas in need of improvement and to develop a strategic action plan to make improvements in these specific areas. The leadership team reviews all readily available resources (academic materials, support programs, human resources, and business and community partner resources) and develops a plan to utilize these resources to meet the needs of the school. Federal, state, and local funds are also coordinated to support the school's goals, thus impacting academic achievement. Title I federal funds are used to employ additional instructional personnel (science lab teacher, computer lab teacher, math coach, literacy intervention teacher, and half time guidance counselor), support parent involvement/engagement activities, purchase instructional materials and resources, and purchase professional development for faculty and staff. Goals, strategies, and action steps are always aligned with the school's mission and vision.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Michael Mahl	Principal
Audra Gibbons-Lester	Teacher
Barbara Miller	Teacher
Karen Reid	Teacher
Ashley Rothe	Teacher
Debbie Sola-Furnari	Teacher
Kevin Terry	Parent
Jonathan O'Donnell	Parent
Timothy Nutter	Parent
Martha Fay	Parent
Kim Sanchez	Parent
Jamalia Scott	Parent
Jill Terry	Parent
Breann Robertson	Education Support Employee
Christine Ryan	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The monthly SAC agenda ensures school stakeholders were engaged in providing monthly feedback and input regarding the implementation, progress monitoring, and evaluation of the school improvement plan. The action steps cited on the SIP are presented by the principal or designee during SAC meetings. SAC input was collected and documented in the meeting minutes. When

available, student achievement data is presented to SAC. Discussion promoted reflection upon the school-wide goal to determine the success of meeting the SIP goal (outcome measures).

b. Development of this school improvement plan

The PBE leadership team collaboratively created the first draft of the SIP based on needs assessments, which included input from stakeholders during the spring and summer of 2017. Faculty input was also provided when drafting the action steps of the SIP during the spring and summer of 2017. The first draft of the SIP will be presented to the 2017-18 SAC for input and revision before the final draft is submitted.

c. Preparation of the school's annual budget and plan

Mrs. Passanisi, PBE's former principal, presented the 2017-18 budget to SAC during March of 2017. Based on the projected PBE school and Title I budget, the financial outlook of the school was explained to SAC members. Information and input was collected to develop a collaborative FY2018 budget and plan for PBE and is currently monitored by Mr. Mahl, the school principal.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

School improvement funds were not allocated last year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Mahl, Michael	Principal
Gjesdahl, Suzy	Teacher, K-12
Hackett, Kelly	Instructional Coach
Hume, Michelle	Instructional Coach
Reid, Karen	Teacher, K-12
Parker, Aubrey	Teacher, K-12
Jost, Janene	Assistant Principal
Woodbury, Stephanie	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The PBE Literacy Leadership Team promotes literacy within the school in various ways. First and foremost, the LLT disseminates key district and school information to all school stakeholders regarding literacy. The myOn program is made available by the district to promote reading during and afterschool. Thomas Rebman, myOn representative, provides faculty members with training on the

best ways to use myOn to promote during and afterschool choice reading. PBE celebrates several literacy events with students and families to promote literacy. These events include Read Across America Day, Literacy Week Florida, Title I Parent Academy Nights (literacy night included), Book Buddies (younger student partnered with older student reader), authentic author presentations, Rolling Readers (volunteers read to students in the classroom), Barnes N Noble book fairs, and ThinkStretch and Summer Slide Prevention literacy programs. PBE also promotes literacy events via school newsletters and social media. Media is provided weekly to every student as an elective on the activity wheel.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Palm Bay Elementary School strongly encourages positive working relationships between teachers. To encourage collaborative planning and instruction, Anne Skinner (Title I district trainer) is scheduled to meet with teachers for a half-day, literacy planning session on a quarterly basis. Mrs. Hume (PBE math coach) has also scheduled opportunities for teachers to plan math lessons together. Exceptional Student Education (ESE) teachers are also pushing into classrooms to provide services to students; PBE has adopted a support-facilitated inclusion model of education. This facilitates an instructional program where ESE and ESOL teachers and supports may participate in collaborating with classroom teachers more frequently. All instructional personnel, and at least one member of administration, meets every Friday for collaborative student data discussions or to discuss student support (MTSS). Grade levels meet three times per month, on early dismissal Wednesdays, for collaborative planning and instruction.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Palm Bay Elementary has strategies in place to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school. All instructional staff members are invited to participate on Shared Leadership Teams (Peer Coaching, School Advisory Council, Shared Leadership Team, Literacy Team). Administration also encourages teachers to attend high-quality trainings (especially during the summer months), which motivate and inspire teachers to continue working at PBE. Palm Bay Elementary administrative team is committed to providing instructional support to all SIP goals through school-based professional development opportunities monthly. The administrative team is focused on recognizing teachers and making the working/learning environment a fun place to be.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Palm Bay Elementary has a mentoring program (Induction Program) for new teachers and teachers new to the district. New teachers are paired with experienced teachers for at least two years. Mentors are certified in Clinical Educator Training (CET). Professional development is offered by the district to all mentees in the Induction Program. Mentor teachers offer support to mentee teachers through conferences, identifying resources, observation and feedback cycles, and frequent contact. Teachers are paired to align the strengths of mentor teachers to match the needs of the mentee teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Florida's plan of action for educating children for the 21st Century is focused on rigorous standards-based instruction, but the evolution to get there is taking many years. The alignment of Florida's standards and assessment has progressed from one that is based on student ability, to one that is focused upon the cognitive demands associated with standards and instruction. Research by the Department of Education has determined that just teaching the standards is not enough to help students succeed with college and career readiness. Therefore, PBE has adopted "Webb's Depth of Knowledge Model" to ensure instruction meets the complexity of the standards. It is this addition to the standards that now has teachers unsure and feeling inadequately trained to deliver complex instruction and to provide the support students need to succeed with complex learning. The Bill and Melinda Gates Foundation reported that teachers know about the standards but only 22% feel prepared to teach them. More than 79% felt they needed professional development to teach them effectively.

English Language Arts (ELA):

We have scheduled 180 minutes of Literacy Instruction daily. This time block is broken up into two main segments: 2 hours of grade-level Literacy Instruction (also known as the 90 minute reading/language arts block, plus 30 minutes of individualized, targeted grade-level instruction with scaffold supports) and 1 hour of Intensive Literacy Instruction designed provide leveled remedial support for students performing below grade level and enrichment support for advancement of on grade level and above grade level students. Students are grouped by data results of literacy assessments which are adjusted monthly with interim assessments. Florida standards require writing to be heavily blended with reading instruction. During the reading block, teachers are instructing students on how to use writing as a tool to analyze text, respond to text, conduct research, and make text-based connections that are supported by citing textual evidence.

Through the guidance of Language Arts Florida Standards (LAFS) and the Instructional Personnel Performance Appraisal System (IPPAS), teachers have worked to place many valuable structures into the English Language Arts instruction. Our teachers in K – 6 have implemented LAFS in their classrooms since August 2014. Through the introduction of the new standards, our teachers worked to integrate the shifts associated with the standards. Our professional development has focused on increasing student exposure to non-fiction text, connecting reading and writing, increasing text complexity, and responding to a variety of text through writing. These shifts have been evident in classroom instruction and assessment. Teachers discuss best practices during their collaborative team meetings. Students are writing in response to text across all content areas. Low achievement results have prompted our teachers to reflect on standards and instruction. Through the Multi-Tiered System of Support (MTSS) and collaborative grade level meetings, teachers work with the literacy coach, district coaches, administration, and guidance to analyze assessment results and discuss expectations and full intent of the Florida standards.

Our ELA instruction is supported by the use of a variety of resources. Teachers use Houghton Mifflin Harcourt Florida Journeys. This is a blended reading and writing literacy program that focuses on the Language Arts Florida Standards. The district has also provided all of our teachers with the Journeys G.P.S. (Guiding Purposeful Support). This resource contains Standards focus documents for teacher use when planning lessons using Journeys. Teachers use this guide to assist with pacing of reading/writing instruction, locating quality resources, and assessing student mastery. In addition, teachers have Standards Spirals, Steps to Quality Questioning, Quality Questioning, Common Core Companion, and Developing Sentence Imitation resources to assist with planning quality ELA instruction. The iReady software program is being used this year as a diagnostic and instructional support tool.

Math:

The Mathematics Florida Standards (MAFS) K-6 drives mathematics instruction at PBE. Along with the district adopted program, we use the research-based materials that are encouraged through the district pacing guide (Super Source, Van de Walle, and Eureka). This investigative type of learning allows our students to experiment with math concepts, therefore creating true mathematicians that understand and apply mathematical thinking in any situation. We have reviewed the daily schedules for our teachers and provided more time for instruction in math. By setting aside additional time for math, we are increasing the opportunity for students to attend to the eight shifts of mathematical practices, which encourages inquiry-based problem solving. District resource math teachers collaborate with instructional staff to gather instructional data to make improvements to Tier I math instruction.

PBE works to analyze assessment data from state, district, and grade level common assessments to identify struggling students. Our classroom teachers work with our ESE teachers, math coach, and district resource teachers to create lessons to meet the needs of all our students by providing hands on lessons. We are using cooperative groups to increase our student engagement in the classroom. Students that are performing below grade level in math are brought up at MTSS meetings and are given intervention instruction. We utilize research-based programs (Do the Math) to deliver more intensive instruction to meet the needs of these students.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Reading Intervention Plan:

All students will participate in an additional hour-long intensive reading block daily. During this time, students will receive targeted instruction based on triangulated data from prior student performance. In kindergarten through second grade, we assess students using the Phonological Awareness Screener for Intervention and Phonics Screener for Intervention, and iReady assessments. In third through sixth grade, we use data from iReady, reading fluency, and FAIR to accurately form the intervention groups. By using these assessments, we are able to group students according to specific skill needs. Our frequent monitoring of student progress ensures that our students are participating in the correct intervention. Struggling students are discussed during our weekly MTSS/Teacher Data Team meetings. Students who are continuing to struggle are referred to IPST for additional academic or behavioral interventions.

Math

We work to analyze assessment data from state, district, and grade level common assessments to identify struggling students. Our classroom teachers work with our ESE and Title I teachers to create lessons to meet the needs of all our students by providing hands on lessons. We are using cooperative groups to increase our student engagement in the classroom. Students that are performing below grade level in math are brought up at MTSS meetings and are given intervention instruction. We plan to utilize a research-based program (Eureka) to deliver more intensive instruction to meet the needs of these students in third and fourth grade.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

Intensive reading instruction is offered daily for 60 minutes for all students K-6.

Strategy Rationale

The intensive reading block provides tailored instruction for each student based upon previous and current student performance data in order to increase learning gains.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Mahl, Michael, mahl.mike@brevardschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

On-going progress monitoring of all students through formative and iReady assessments will determine the short-term effectiveness, and state assessment data to gauge the overall effectiveness of the intervention strategy. Weekly grade level meetings focused on this data will keep us continually aware of student needs and flexible groups.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

PK – K

To help students in prekindergarten successfully transition from Pre-K in to kindergarten Palm Bay Elementary hosts a Kindergarten Curriculum Event in which all Pre-K students and their families are invited to participate. During the Curriculum Event kindergarten teachers discuss expectations and strategies to help the upcoming students have a successful year. Additionally, the kindergarten teachers share curriculum specific information with the families and students so that they are aware of what to expect for the upcoming year. This year Palm Bay Elementary is working on creating a walking field-trip scenario in which each Pre-Kindergarten student spends a portion of the day in a Kindergarten class to familiarize themselves with that kind of setting.

Sixth to Seventh

Palm Bay Elementary works closely with the Middle School we feed most of our students into, Stone Middle School. Stone usually comes to Palm Bay Elementary at least three times per year and presents on the following topics: the AVID Program as presented by Stone Middle School teachers, the AVID Program as presented by former Palm Bay Elementary students, and a presentation on Cornell Note Taking. Palm Bay Elementary sixth graders take a fieldtrip to Stone Middle School to familiarize themselves with the campus and begin the registration process. Palm Bay Elementary also offers advanced math preparation for the Algebra Placement Test.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.
2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.
3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.
4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All Palm Bay Elementary staff commit to engaging and empowering the whole child to reach his or her highest social, emotional, and academic potential through a data-driven, standards-based instructional program.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. All Palm Bay Elementary staff commit to engaging and empowering the whole child to reach his or her highest social, emotional, and academic potential through a data-driven, standards-based instructional program. 1a

G097763

Targets Supported 1b

Indicator	Annual Target
FSAA ELA Achievement	43.0
ELA/Reading Gains	53.0
ELA/Reading Lowest 25% Gains	50.0
FSA Mathematics Achievement	41.0
Math Gains	46.0
Math Lowest 25% Gains	41.0
FSAA Science Achievement	45.0
District Grade - Percentage of Points Earned	46.0

Targeted Barriers to Achieving the Goal 3

- A fixed mindset related to culture.
- Lack of training and commitment to educate the whole child.
- Limited participation by family and community partnerships involving academics.
- Planning and implementation of daily instruction is not aligned with the full intent of the Florida Standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Literacy, Math, Science Coaches
- Teachers
- Data
- Site-based professional development
- District resource teachers
- Peer coaches and support
- Instructional walk-throughs
- ESE resource teachers
- Business and community partners
- Instructional resources (e.g. iReady, Eureka, LLI)

Plan to Monitor Progress Toward G1. 8

Discipline data, classroom observation data, and student achievement data will indicate movement toward fewer discipline referrals, higher quality instruction, and increased student engagement and achievement.

Person Responsible

Michael Mahl

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

IPPAS evaluation data, PBIS data, AS400 early warning indicator data, iReady reading and math achievement data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. All Palm Bay Elementary staff commit to engaging and empowering the whole child to reach his or her highest social, emotional, and academic potential through a data-driven, standards-based instructional program. 1

 G097763

G1.B1 A fixed mindset related to culture. 2

 B262795

G1.B1.S1 Palm Bay Elementary staff members will work to build relationships with all stakeholders. 4

 S278279

Strategy Rationale

Building positive relationships with all stakeholders involved in the school community will help adults realize all students' potential and foster academic achievement.

Action Step 1 5

Build awareness of cultural barriers by offering research-based data on Collective Efficacy and cultural sensitivity through Poverty Simulation training in February and follow-up.

Person Responsible

Michael Mahl

Schedule

Monthly, from 8/10/2016 to 5/24/2018

Evidence of Completion

Participant feedback forms and surveys

Action Step 2 5

Create supportive relationships between leadership and staff members. Implement school spirit Fridays in which all teachers wear new staff polos. Provide recognition opportunities for teachers at faculty meetings. Focus on "Collective Efficacy" and effect size of teachers. Demonstrate collective empathy for the community by participating in service and community events together (e.g. Making Strides Cancer Walk, Hunger Project food packing event, Special Olympics events, disaster relief donations/drives). Promote fun and appreciation in the work environment (snack cart, door decorating, holiday festivities).

Person Responsible

Michael Mahl

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Positive feedback from teachers and staff related to team building events, appreciation activities, and overall support.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The leadership team will review evidence from strategy action steps and conduct conferences with staff members to obtain qualitative data regarding implementation progress.

Person Responsible

Janene Jost

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Presentation to staff members (Summary of Progress)

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Cultural status surveys will be administered to all PBE staff. Data and feedback will be analyzed to make continuous improvements toward moving from a fixed mindset related to culture to a growth mindset.

Person Responsible

Janene Jost

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

EDI survey results

G1.B2 Lack of training and commitment to educate the whole child. **2**

 B262796

G1.B2.S1 Teachers will acquire and implement practices which promote social/emotional learning for students. **4**

 S278280

Strategy Rationale

Providing a social/emotional supportive learning environment for students will promote healthy relationships, reduce stress, and increase the capacity for students to learn.

Action Step 1 **5**

Continue processes toward becoming a Positive Behavior Intervention Support (PBIS) school.

- Reorganize the PBIS team
- PBIS core team will attend refresher training in June 2017
- PBIS team will conduct presentations and trainings during faculty meetings
- PBE will work collaboratively with Jason Lobley, district support for PBIS
- PBIS team and leadership will analyze and share behavior data on a regular basis
- Data will inform decisions to revise school-wide PBIS plan

Person Responsible

Janene Jost

Schedule

Monthly, from 6/13/2017 to 5/24/2018

Evidence of Completion

PBIS benchmarks of quality checklist, PBIS presentations, student discipline data

Action Step 2 **5**

Instructional staff will participate in professional development to increase students' social/emotional learning.

- Morning Meeting/class meeting lessons
- Harmony curriculum
- Monthly guidance counselor assemblies on topics such as bullying, conflict resolution, self-esteem, etc.

Person Responsible

Kelly Bishop

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Documentation in lesson plans and guidance lesson plans

Action Step 3 5

Principal will attend the NAESP summer conference.

Person Responsible

Michael Mahl

Schedule

On 7/11/2018

Evidence of Completion

Agenda, attendance and post planning materials.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The leadership and PBIS team will review the benchmarks of quality checklists

Person Responsible

Paul Hancock

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Action Plan Summary for making revisions to the PBIS plan and the plan to develop student leaders

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Student behavior data will be monitored to determine percentage of behavior incident decreases or increases.

Person Responsible

Janene Jost

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Early Warning Indicator data

G1.B3 Limited participation by family and community partnerships involving academics. **2**

 B262797

G1.B3.S1 Administration and staff members will actively work with parents and community members to increase opportunities for family and community partnerships involving academics. **4**

 S278281

Strategy Rationale

When the entire school staff builds strong relationships and obtains involvement with families and communities to support learning, student achievement is highly likely to increase.

Action Step 1 **5**

Offer involvement opportunities at the school and out in the community to foster relationships with families and community partnerships. Parents will learn how to use academic resources with students at Title I events and during parent conferences.

Person Responsible

Michael Mahl

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Participation documentation (sign in, photos, surveys/feedback)

Action Step 2 **5**

Hold quarterly parent input meetings. Parents can pre-submitted questions or concerns to be discussed at the meeting.

Person Responsible

Michael Mahl

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Meeting dates, parent sign in, pre-submitted questions

Action Step 3 **5**

Link additional academic resources to the Palm Bay Elementary website for easier parent and guardian access.

Person Responsible

Michelle Hume

Schedule

Monthly, from 12/1/2017 to 5/23/2018

Evidence of Completion

Availability of academic resources through the Palm Bay Elementary website, positive parent feedback

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

Schedule monthly events involving the community and families on master school calendar.

Person Responsible

Michael Mahl

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Flyers, social media posts, blackboard connect messages, participation documentation.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 **7**

Collect feedback via surveys, conversations, and other forms of documentation to show in increase in stakeholder involvement and participation.

Person Responsible

Michael Mahl


Schedule

On 5/24/2018

Evidence of Completion

Increase in positive feedback on surveys, and participation data.

G1.B4 Planning and implementation of daily instruction is not aligned with the full intent of the Florida Standards. **2**

 B262798

G1.B4.S1 Teachers will plan and implement standards-aligned curriculum. **4**

 S278282

Strategy Rationale

Teacher learning and growth are dependent upon frequent interaction, dialogue, and reflection between themselves, instructional coaches, and administrators.

Action Step 1 **5**

Teachers will collaboratively plan with district and school-based coaches quarterly to map out ELA and math standards-aligned curriculum. These planning sessions for each grade level will include the following coaches and district resource teachers: Kelly Hackett, Anne Skinner, Michelle Hume, Rita Hays, and Sandy Davis.

Person Responsible

Stephanie Woodbury

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Unit lesson plans for core curriculum subjects will be produced and implemented which focus on the state standards.

Action Step 2 **5**

Teachers will utilize frequent feedback from coaches and administration observations to improve instruction.

Person Responsible

Michael Mahl

Schedule

Weekly, from 9/1/2017 to 5/4/2018

Evidence of Completion

observation feedback forms and feedback conference notes

Action Step 3 5

Teachers will monitor student progress through i-Ready and Eureka formative assessments.

Person Responsible

Janene Jost

Schedule

Weekly, from 10/1/2017 to 5/23/2018

Evidence of Completion

weekly report data, student progress monitoring sheets

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Grade level lesson plans will reflect collaborative planning components and lessons. Walk-through observations by administration will monitor implementation of lessons.

Person Responsible

Stephanie Woodbury

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Feedback forms for teachers, copies of lesson plans from grade level collaborative planning sessions.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Walk-through observations by administration and follow-up from district support with teachers.

Person Responsible

Stephanie Woodbury

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Walk-through feedback forms, lesson plans aligned with standards.

G1.B4.S2 Develop and implement an additional hour of instruction to support small group intensive reading at the level of the child. 4

S278283

Strategy Rationale

Additional reading support is needed to target specific learning needs of struggling students and to support enrichment of above grade level readers.

Action Step 1 5

Develop and implement a frame work of direct reading instruction and progress monitoring for a "Power Hour" of intensive reading

Person Responsible

Michael Mahl

Schedule

Daily, from 8/30/2017 to 6/1/2018

Evidence of Completion

Instructional schedules and progress monitoring data.

Action Step 2 5

Hire three intervention teachers and two instructional assistants to provide targeted small group instruction.

Person Responsible

Michael Mahl

Schedule

On 6/1/2018

Evidence of Completion

Teacher and instructional assistants schedules

Action Step 3 5

Purchase I-Ready as a progress monitoring tool to measure student academic growth and intervention success.

Person Responsible

Kelly Hackett

Schedule

On 6/30/2018

Evidence of Completion

I-ready data collection and usage data.

Action Step 4 5

Purchase LLI instructional materials to utilize during intervention groups.

Person Responsible

Kelly Hackett

Schedule

On 6/30/2018

Evidence of Completion

LLI lesson plans and usage data.

Action Step 5 5

Provide summer pay for administration and instructional coaches to develop sustainability and growth of instructional programs.

Person Responsible

Michael Mahl

Schedule

On 6/30/2018

Evidence of Completion

Team planning agendas.

Action Step 6 5

Purchase Yoga carts to utilize computer based programs for instruction and progress monitoring.

Person Responsible

Michael Mahl

Schedule

On 10/30/2017

Evidence of Completion

Yoga carts and technology usage data.

G1.B4.S3 Implement Eureka Math in grades 3-5. 4

 S278284

Strategy Rationale

Eureka Math ensures the use of standards aligned curriculum to support student learning.

Action Step 1 5

Purchase and implement Eureka Math in grades 3-5.

Person Responsible

Michelle Hume

Schedule

On 6/30/2018










Evidence of Completion

Instructional materials, teacher lesson plans

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B4.S2.A6 A374854	Purchase Yoga carts to utilize computer based programs for instruction and progress monitoring.	Mahl, Michael	10/30/2017	Yoga carts and technology usage data.	10/30/2017 one-time
G1.B4.S1.A2 A374847	Teachers will utilize frequent feedback from coaches and administration observations to improve...	Mahl, Michael	9/1/2017	observation feedback forms and feedback conference notes	5/4/2018 weekly
G1.B3.S1.A3 A374845	Link additional academic resources to the Palm Bay Elementary website for easier parent and...	Hume, Michelle	12/1/2017	Availability of academic resources through the Palm Bay Elementary website, positive parent feedback	5/23/2018 monthly
G1.B4.S1.A3 A374848	Teachers will monitor student progress through i-Ready and Eureka formative assessments.	Jost, Janene	10/1/2017	weekly report data, student progress monitoring sheets	5/23/2018 weekly
G1.MA1 M404747	Discipline data, classroom observation data, and student achievement data will indicate movement...	Mahl, Michael	8/10/2017	IPPAS evaluation data, PBIS data, AS400 early warning indicator data, iReady reading and math achievement data	5/24/2018 monthly
G1.B1.S1.MA1 M404739	Cultural status surveys will be administered to all PBE staff. Data and feedback will be analyzed...	Jost, Janene	8/10/2017	EDI survey results	5/24/2018 quarterly
G1.B1.S1.MA1 M404740	The leadership team will review evidence from strategy action steps and conduct conferences with...	Jost, Janene	8/10/2017	Presentation to staff members (Summary of Progress)	5/24/2018 quarterly
G1.B1.S1.A1 A374838	Build awareness of cultural barriers by offering research-based data on Collective Efficacy and...	Mahl, Michael	8/10/2016	Participant feedback forms and surveys	5/24/2018 monthly
G1.B1.S1.A2 A374839	Create supportive relationships between leadership and staff members. Implement school spirit...	Mahl, Michael	8/10/2017	Positive feedback from teachers and staff related to team building events, appreciation activities, and overall support.	5/24/2018 daily
G1.B2.S1.MA1 M404741	Student behavior data will be monitored to determine percentage of behavior incident decreases or...	Jost, Janene	8/10/2017	Early Warning Indicator data	5/24/2018 monthly
G1.B2.S1.MA1 M404742	The leadership and PBIS team will review the benchmarks of quality checklists	Hancock, Paul	8/10/2017	Action Plan Summary for making revisions to the PBIS plan and the plan to develop student leaders	5/24/2018 quarterly
G1.B2.S1.A1 A374840	Continue processes toward becoming a Positive Behavior Intervention Support (PBIS) school....	Jost, Janene	6/13/2017	PBIS benchmarks of quality checklist, PBIS presentations, student discipline data	5/24/2018 monthly
G1.B2.S1.A2 A374841	Instructional staff will participate in professional development to increase students'...	Bishop, Kelly	8/10/2017	Documentation in lesson plans and guidance lesson plans	5/24/2018 monthly
G1.B3.S1.MA1 M404743	Collect feedback via surveys, conversations, and other forms of documentation to show in increase...	Mahl, Michael	8/10/2017	Increase in positive feedback on surveys, and participation data.	5/24/2018 one-time
G1.B3.S1.MA1 M404744	Schedule monthly events involving the community and families on master school calendar.	Mahl, Michael	8/10/2017	Flyers, social media posts, blackboard connect messages, participation documentation.	5/24/2018 quarterly
G1.B3.S1.A1 A374843	Offer involvement opportunities at the school and out in the community to foster relationships with...	Mahl, Michael	8/10/2017	Participation documentation (sign in, photos, surveys/feedback)	5/24/2018 monthly
G1.B3.S1.A2 A374844	Hold quarterly parent input meetings. Parents can pre-submitted questions or concerns to be...	Mahl, Michael	8/10/2017	Meeting dates, parent sign in, pre-submitted questions	5/24/2018 quarterly
G1.B4.S1.MA1 M404745	Walk-through observations by administration and follow-up from district support with teachers.	Woodbury, Stephanie	8/10/2017	Walk-through feedback forms, lesson plans aligned with standards.	5/24/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.MA1  M404746	Grade level lesson plans will reflect collaborative planning components and lessons. Walk-through...	Woodbury, Stephanie	8/10/2017	Feedback forms for teachers, copies of lesson plans from grade level collaborative planning sessions.	5/24/2018 weekly
G1.B4.S1.A1  A374846	Teachers will collaboratively plan with district and school-based coaches quarterly to map out ELA...	Woodbury, Stephanie	8/10/2017	Unit lesson plans for core curriculum subjects will be produced and implemented which focus on the state standards.	5/24/2018 quarterly
G1.B4.S2.A1  A374849	Develop and implement a frame work of direct reading instruction and progress monitoring for a...	Mahl, Michael	8/30/2017	Instructional schedules and progress monitoring data.	6/1/2018 daily
G1.B4.S2.A2  A374850	Hire three intervention teachers and two instructional assistants to provide targeted small group...	Mahl, Michael	10/30/2017	Teacher and instructional assistants schedules	6/1/2018 one-time
G1.B4.S2.A3  A374851	Purchase I-Ready as a progress monitoring tool to measure student academic growth and intervention...	Hackett, Kelly	6/30/2018	I-ready data collection and usage data.	6/30/2018 one-time
G1.B4.S2.A4  A374852	Purchase LLI instructional materials to utilize during intervention groups.	Hackett, Kelly	10/30/2017	LLI lesson plans and usage data.	6/30/2018 one-time
G1.B4.S2.A5  A374853	Provide summer pay for administration and instructional coaches to develop sustainability and...	Mahl, Michael	6/1/2018	Team planning agendas.	6/30/2018 one-time
G1.B4.S3.A1  A374855	Purchase and implement Eureka Math in grades 3-5.	Hume, Michelle	10/30/2017	Instructional materials, teacher lesson plans	6/30/2018 one-time
G1.B2.S1.A3  A374842	Principal will attend the NAESP summer conference.	Mahl, Michael	7/9/2018	Agenda, attendance and post planning materials.	7/11/2018 one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. All Palm Bay Elementary staff commit to engaging and empowering the whole child to reach his or her highest social, emotional, and academic potential through a data-driven, standards-based instructional program.

G1.B1 A fixed mindset related to culture.

G1.B1.S1 Palm Bay Elementary staff members will work to build relationships with all stakeholders.

PD Opportunity 1

Build awareness of cultural barriers by offering research-based data on Collective Efficacy and cultural sensitivity through Poverty Simulation training in February and follow-up.

Facilitator

Michael Mahl (principal), Gevonne Blum (District Title I)

Participants

Palm Bay Elementary faculty members

Schedule

Monthly, from 8/10/2016 to 5/24/2018

G1.B4 Planning and implementation of daily instruction is not aligned with the full intent of the Florida Standards.

G1.B4.S1 Teachers will plan and implement standards-aligned curriculum.

PD Opportunity 1

Teachers will collaboratively plan with district and school-based coaches quarterly to map out ELA and math standards-aligned curriculum. These planning sessions for each grade level will include the following coaches and district resource teachers: Kelly Hackett, Anne Skinner, Michelle Hume, Rita Hays, and Sandy Davis.

Facilitator

Kelly Hackett, Anne Skinner, Michelle Hume, Rita Hays, and Sandy Davis

Participants

teachers in grades K through 6

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Build awareness of cultural barriers by offering research-based data on Collective Efficacy and cultural sensitivity through Poverty Simulation training in February and follow-up.				\$0.00
2	G1.B1.S1.A2	Create supportive relationships between leadership and staff members. Implement school spirit Fridays in which all teachers wear new staff polos. Provide recognition opportunities for teachers at faculty meetings. Focus on "Collective Efficacy" and effect size of teachers. Demonstrate collective empathy for the community by participating in service and community events together (e.g. Making Strides Cancer Walk, Hunger Project food packing event, Special Olympics events, disaster relief donations/drives). Promote fun and appreciation in the work environment (snack cart, door decorating, holiday festivities).				\$0.00
3	G1.B2.S1.A1	Continue processes toward becoming a Positive Behavior Intervention Support (PBIS) school. -Reorganize the PBIS team -PBIS core team will attend refresher training in June 2017 -PBIS team will conduct presentations and trainings during faculty meetings -PBE will work collaboratively with Jason Lobley, district support for PBIS -PBIS team and leadership will analyze and share behavior data on a regular basis -Data will inform decisions to revise school-wide PBIS plan				\$0.00
4	G1.B2.S1.A2	Instructional staff will participate in professional development to increase students' social/emotional learning. -Morning Meeting/class meeting lessons - Harmony curriculum -Monthly guidance counselor assemblies on topics such as bullying, conflict resolution, self-esteem, etc.				\$0.00
5	G1.B2.S1.A3	Principal will attend the NAESP summer conference.				\$1,750.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7300	310-Professional and Technical Services	2081 - Palm Bay Elementary School	UniSIG		\$550.00
			Notes: DIAP- G1.B1.S1.A8 National Association of Elementary School Principals (NAESP) conference registration for principal and director in Orlando, Florida during July, 2018.			
	7300	330-Travel	2081 - Palm Bay Elementary School	UniSIG		\$1,200.00
			Notes: DIAP- G1.B1.S1.A8 Travel costs for principal to attend National Association of Elementary School Principals in Orlando, Florida during July, 2018.			
6	G1.B3.S1.A1	Offer involvement opportunities at the school and out in the community to foster relationships with families and community partnerships. Parents will learn how to use academic resources with students at Title I events and during parent conferences.				\$0.00
7	G1.B3.S1.A2	Hold quarterly parent input meetings. Parents can pre-submitted questions or concerns to be discussed at the meeting.				\$0.00
8	G1.B3.S1.A3	Link additional academic resources to the Palm Bay Elementary website for easier parent and guardian access.				\$0.00

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9	G1.B4.S1.A1	Teachers will collaboratively plan with district and school-based coaches quarterly to map out ELA and math standards-aligned curriculum. These planning sessions for each grade level will include the following coaches and district resource teachers: Kelly Hackett, Anne Skinner, Michelle Hume, Rita Hays, and Sandy Davis.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	140-Substitute Teachers	2081 - Palm Bay Elementary School	UniSIG		\$0.00
			<i>Notes: Provide substitutes to provide teachers with common planning and professional development. DIAP- G1.B2.S1.A2/A.7</i>			
10	G1.B4.S1.A2	Teachers will utilize frequent feedback from coaches and administration observations to improve instruction.				\$0.00
11	G1.B4.S1.A3	Teachers will monitor student progress through i-Ready and Eureka formative assessments.				\$0.00
12	G1.B4.S2.A1	Develop and implement a frame work of direct reading instruction and progress monitoring for a "Power Hour" of intensive reading				\$0.00
13	G1.B4.S2.A2	Hire three intervention teachers and two instructional assistants to provide targeted small group instruction.				\$187,612.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	120-Classroom Teachers	2081 - Palm Bay Elementary School	UniSIG	2.8	\$115,500.00
			<i>Notes: DIAP- G1.B3.S1.A1 Hire two full time intervention teachers and one .8 intervention teacher.</i>			
	5100	150-Aides	2081 - Palm Bay Elementary School	UniSIG	2.0	\$22,322.20
			<i>Notes: Hire two instructional assistants to assist with intervention groups DIAP- G1.B2.S1.A1</i>			
	6300	210-Retirement	2081 - Palm Bay Elementary School	UniSIG	2.8	\$9,147.60
			<i>Notes: Teacher Retirement (7.92%)</i>			
	6300	220-Social Security	2081 - Palm Bay Elementary School	UniSIG	2.8	\$8,834.70
			<i>Notes: Teacher Social Security (FICA @ 7.65%)</i>			
	6300	231-Health and Hospitalization	2081 - Palm Bay Elementary School	UniSIG	2.8	\$15,479.10
			<i>Notes: Teacher Health and Hospitalization</i>			
	6300	232-Life Insurance	2081 - Palm Bay Elementary School	UniSIG	2.8	\$959.70
			<i>Notes: Teacher Life Insurance (0.083%)</i>			
	6300	240-Workers Compensation	2081 - Palm Bay Elementary School	UniSIG	2.8	\$644.70
			<i>Notes: Teacher Worker's Compensation (0.005580%)</i>			

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	5100	210-Retirement	2081 - Palm Bay Elementary School	UniSIG	2.0	\$1,770.00
			<i>Notes: IA Retirement (7.92%)</i>			
	5100	220-Social Security	2081 - Palm Bay Elementary School	UniSIG	2.0	\$1,606.50
			<i>Notes: IA Social Security (FICA @ 7.65%)</i>			
	5100	231-Health and Hospitalization	2081 - Palm Bay Elementary School	UniSIG	2.0	\$11,056.50
			<i>Notes: IA Health and Hospitalization</i>			
	5100	232-Life Insurance	2081 - Palm Bay Elementary School	UniSIG	2.0	\$174.00
			<i>Notes: IA Life Insurance (0.083%)</i>			
	5100	240-Workers Compensation	2081 - Palm Bay Elementary School	UniSIG	2.0	\$117.00
			<i>Notes: IA Worker's Compensation (0.005580%)</i>			
14	G1.B4.S2.A3	Purchase I-Ready as a progress monitoring tool to measure student academic growth and intervention success.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	2081 - Palm Bay Elementary School	UniSIG		\$20,000.00
			<i>Notes: Purchase of I-Ready as a progress monitoring tool. DIAP- G1.B3.S2.A1</i>			
15	G1.B4.S2.A4	Purchase LLI instructional materials to utilize during intervention groups.				\$34,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	500-Materials and Supplies	2081 - Palm Bay Elementary School	UniSIG		\$34,100.00
			<i>Notes: LLI materials for use during intervention groups. DIAP- G1.B2.S1.A9</i>			
16	G1.B4.S2.A5	Provide summer pay for administration and instructional coaches to develop sustainability and growth of instructional programs.				\$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7730	110-Administrators	2081 - Palm Bay Elementary School	UniSIG		\$4,500.00
			<i>Notes: Summer planning and SIP work for administrators and instructional coaches. DIAP- G1.B1.S1.A9</i>			
17	G1.B4.S2.A6	Purchase Yoga carts to utilize computer based programs for instruction and progress monitoring.				\$10,688.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6500	644-Computer Hardware Non-Capitalized	2081 - Palm Bay Elementary School	UniSIG		\$9,918.00
			<i>Notes: Purchase 18 Yoga laptop computers for student use (1:1) @ \$551 per computer DIAP- G1.B3.S1.A2</i>			

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	6500	642-Furniture, Fixtures and Equipment Non-Capitalized	2081 - Palm Bay Elementary School	UniSIG		\$770.00
			<i>Notes: Purchase 36-Bay Charging Cart for Laptops @ \$770 each</i>			
18	G1.B4.S3.A1	Purchase and implement Eureka Math in grades 3-5.				\$28,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	500-Materials and Supplies	2081 - Palm Bay Elementary School	UniSIG		\$28,000.00
			<i>Notes: Purchase Eureka materials and associated supplies. DIAP- G1.B2.S1.A7</i>			
					Total:	\$286,650.00