Palm Bay Elementary School

2019-20 Schoolwide Improvement Plan

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Palm Bay Elementary School

1200 ALAMANDA RD NE, Palm Bay, FL 32905

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

Demographics

Principal: Mike Mahl

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (48%) 2017-18: C (46%) 2016-17: D (40%) 2015-16: D (38%) 2014-15: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-6	Yes	89%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	D	D

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SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Mahl, Michael	Principal	Develops and shares a vision of academic success including the allocation of fiscal and human capital resources. Monitors effectiveness of vision through classroom walkthroughs, Instructional Rounds with District Leaders and data analysis to ensure all systems align within the school community in order to improve student achievement. Serves as the Instructional Leader of the building. Leverages resource to provide teachers with the tools to support high quality learning and instruction. Models instructional practices through participation in collaborative planning and school wide professional development. Coordinates the development of an effective Multi-Tired System of Supports to ensure students with need are provided with additional supports to achieve success. Leverages school leadership team members, teachers, and any additional staff that may be able to offer support in their area of expertise. 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.
Hume, Michelle	Instructional Coach	Supports the successful implementation of a K-5 Eureka Math model by providing high quality professional development, leveraging resources and participating in coaching cycles. Serves as an instructional leader by sharing with teachers, high quality instructional practices and modeling lessons. Monitors the effective implementation of math curriculum by conducting data analysis meetings with grade level teachers and determining adjustments to practice as needed.
Woodbury, Stephanie	Assistant Principal	Supports the realization of school wide vision my managing school resources. Provides instructional leadership by providing teachers with up-to-date, research based, effective practices that improve student achievement. Models effective instructional practices and supports teacher growth through observation and feedback through coaching cycles. Identifies and develops school leaders to enhance the impact of high quality instructional practices. Encourages a culture of collaboration, self reflection and growth through participation in collaborative planning sessions, data analysis/ MTSS meetings and coach cycles.
Gjesdahl, Suzy	Instructional Coach	Supports the successful implementation of school wide ELA goals by providing high quality professional development, leveraging resources and participating in coaching cycles. Serves as an instructional leader by sharing with teachers, high quality

Name	Title	Job Duties and Responsibilities
		instructional practices and modeling lessons. Supports teachers with tools to develop and implement Tier II an III interventions to meet the needs of at risk students. Monitors the effective implementation of ELA curriculum by conducting data analysis meetings with grade level teachers and determining adjustments to practice as needed.
Hodge, Jesse	Administrative Support	Supports the realization of school wide vision my managing school resources. Provides instructional leadership by providing teachers with up-to-date, research based, effective practices that improve student achievement. Models effective instructional practices and supports teacher growth through observation and feedback through coaching cycles. Identifies and develops school leaders to enhance the impact of high quality instructional practices. Encourages a culture of collaboration, self reflection and growth through participation in collaborative planning sessions, data analysis/ MTSS meetings and coach cycles. Manages the implementation of school wide procedural goals including CHAMPS. Ensures teachers are provided with appropriate training and effectively implement practices. Collects data from walkthroughs and feedback from teachers to determine areas of success and support areas of development.
Wright, Brianna	Administrative Support	Manages the implementation of school wide procedural goals including CHAMPS. Ensures teachers are provided with appropriate training and effectively implement practices. Collects data from walkthroughs and feedback from teachers to determine areas of success and support areas of development. Supports AVID implementation grade 4-6. Assists with the development of school based AVID goals and supports teachers with development of and use of AVID based practices. Academic Parent Teacher Team Lead Teacher. Leverages resources to support APTT goals and provide teachers with tools for successful APTT implementation. Solicits feedback from school stakeholders for continued improvement.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	71	77	66	79	72	96	85	0	0	0	0	0	0	546
Attendance below 90 percent	5	8	7	10	8	12	7	0	0	0	0	0	0	57
One or more suspensions	1	3	6	10	2	3	3	0	0	0	0	0	0	28
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	8	20	38	31	0	0	0	0	0	0	97
Two or more retentions	0	0	0	0	2	3	3	0	0	0	0	0	0	8
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	8	4	7	2	3	3	0	0	0	0	0	0	30
Students retained two or more times	0	0	0	0	2	3	3	0	0	0	0	0	0	8

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated
Wednesday 7/10/2019

Prior Year - As Reported

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

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	35	38	32	38	39	32	22	0	0	0	0	0	0	236
One or more suspensions	0	6	2	4	3	6	4	0	0	0	0	0	0	25
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	24	47	44	21	0	0	0	0	0	0	136

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	5	1	14	33	34	11	0	0	0	0	0	0	99

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	47%	62%	57%	38%	63%	55%
ELA Learning Gains	52%	60%	58%	48%	60%	57%
ELA Lowest 25th Percentile	43%	57%	53%	47%	52%	52%
Math Achievement	47%	63%	63%	31%	64%	61%
Math Learning Gains	59%	65%	62%	41%	62%	61%
Math Lowest 25th Percentile	42%	53%	51%	36%	52%	51%
Science Achievement	45%	57%	53%	40%	56%	51%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Number of students enrolled	71 (0)	77 (0)	66 (0)	79 (0)	72 (0)	96 (0)	85 (0)	546 (0)
Attendance below 90 percent	5 (0)	8 (0)	7 (0)	10 (0)	8 (0)	12 (0)	7 (0)	57 (0)
One or more suspensions	1 (0)	3 (0)	6 (0)	10 (0)	2 (0)	3 (0)	3 (0)	28 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	8 (0)	20 (0)	38 (0)	31 (0)	97 (0)
Two or more retentions	0 (0)	0 (0)	0 (0)	0 (0)	2 (0)	3 (0)	3 (0)	8 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	37%	64%	-27%	58%	-21%
	2018	49%	63%	-14%	57%	-8%
Same Grade Comparison	-12%					
Cohort Comparison						
04	2019	43%	61%	-18%	58%	-15%
	2018	43%	57%	-14%	56%	-13%
Same Grade Comparison	0%					
Cohort Comparison	-6%					
05	2019	42%	60%	-18%	56%	-14%
	2018	38%	54%	-16%	55%	-17%
Same Grade Comparison	4%					
Cohort Comparison	-1%					
06	2019	50%	60%	-10%	54%	-4%
	2018	52%	63%	-11%	52%	0%
Same Grade Comparison	-2%					
Cohort Comparison	12%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	48%	61%	-13%	62%	-14%
	2018	48%	62%	-14%	62%	-14%
Same Grade Comparison	0%					
Cohort Comparison						
04	2019	42%	64%	-22%	64%	-22%
	2018	44%	59%	-15%	62%	-18%
Same Grade Comparison	-2%					
Cohort Comparison	-6%					
05	2019	39%	60%	-21%	60%	-21%
	2018	20%	58%	-38%	61%	-41%
Same Grade Comparison	19%					
Cohort Comparison	-5%					
06	2019	48%	67%	-19%	55%	-7%
	2018	66%	68%	-2%	52%	14%
Same Grade Comparison	-18%					
Cohort Comparison	28%					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	41%	56%	-15%	53%	-12%
	2018	37%	57%	-20%	55%	-18%
Same Grade Comparison		4%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	36	33	40	55	39	33				
ELL	54	75		50	77						
BLK	23	35	25	35	45	27	32				
HSP	56	65	75	50	75	50	46				
MUL	52	50		45	58						
WHT	57	58	48	54	61	50	52				
FRL	44	49	42	47	57	40	45				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	37	28	33	44	36	17				
ELL	38			44	50						
BLK	31	48	40	27	42	45	27				
HSP	39	47		41	51	27	25				
MUL	48	62		52	70						
WHT	55	57	44	54	61	39	49				
FRL	44	53	46	44	56	43	39				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	9	33	29	11	29	27	18				
ELL	36	61		16	53						
BLK	23	48	57	15	35	23	7				
HSP	40	59	60	33	45	46	67				
MUL	32	29		26	42						
WHT	47	47	35	40	41	38	44				
FRL	33	47	48	27	39	31	36				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	374
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	59
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	58

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	51
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our lowest performing area shown by the data was the overall school proficiency level for ELA (47%), specifically in our Lowest 25% students (43%) and subgroups of Students with Disabilities (28%) and African Americans (23%). Trends include a proficiency gap between the school and the state in our ELA Lowest 25%(10% behind state average), a decline of 8% of our AA subgroup, a 15% decline in our Lowest 25% subgroup of AA. Other ELA proficiency trends include a 5% increase, however, in our SWD subgroup from last year. Unfortunately, it is still under the acceptable range for success.

Contributing factors to these low performing areas would be instruction not being fully standards-aligned and/or standards being taught to the full intent of the standard based upon walkthrough observational data, and a decrease in the fidelity of consistent i-Ready usage by students. Additionally, discipline data shows African American males and Students with Disabilities had more

incidents than other student groups. Therefore, learning was interrupted for these students. Our BPIE self-assessment data shows our staff needs training in working with students with disabilities, consistent collaborative planning between general education teachers and special education teachers, and integrating strategies during instruction to assist students with disabilities and their learning styles.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline from the prior year was in our African American subgroup data showing an overall 8% decline in ELA proficiency, but a 15% drop in the Lowest 25% subgroup for students who were also African American.

Contributing factors to these low performing areas would be instruction not being fully standards-aligned and/or standards being taught to the full intent of the standard based upon walkthrough observational data, and a decrease in the fidelity of consistent i-Ready usage by students. Additionally, discipline data shows African American males had more incidents than other student groups. Therefore, learning was interrupted for these students.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average was the school's vs.state's
Overall Math Achievement with our school achieving a 47% proficiency rate while the state had a 63% proficiency rate equating to a 16% gap. In the previous year, we also had a -17% gap from the state. However, overall, our school has improved their Math proficiency by 2% and shown growth in our Lowest 25% and overall learning gains compared to last year.

The cohort comparison in Math shows the following:
* Current 4th grade cohort students (previous 3rd) dropped 6%
* Current 5th grade cohort students (previous 4th) dropped 5%
* Current 6th grade cohort students (previous 5th) increased by 28%

Contributing factors to this gap would be a continued plight to teach to the full intent of the standard and ensuring that students are being held accountable for their accuracy during learning and classwork. The Eureka program is creating learning gains when used with fidelity, however, many students are missing years of foundational gaps in Math.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was our 5th grade Science proficiency increasing from 38% in 2018 to 45% in 2019 equating to a 7% increase in the grade level comparison. The new actions taken last year was more hands on Science, Science Saturday bootcamps (4), and use of pre- and post- assessments for different topics to help guide instruction. Our school also utilized the district coaches to train and plan with our 5th grade teachers to improve instructional practices.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The first area of concern would include students with 1 or More ISS or OSS . Data shows an elevated number of ten 3rd graders (now 4th graders) matching this indicator, as well as six 2nd grade students (now 3rd graders).

The second area of concern is the amount of students who earned a Level 1 on FSA. For ELA, we have 8 students in 3rd grade (retentions), 9 students in 4th grade, 28 students 5th grade and 21 students in 6th grade. For Math, we have 6 students in 3rd grade, 18 students in 4th grade, 27 students in 5th grade, and 25 students in 6th grade. Trend data shows 6 of these students have had 3 consecutive Level 1s, and 10 have 2 consecutive Level 1s.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1) Initiate and coach collaborative planning sessions in all grade levels to train and ensure staff have the tools and skills to offer standards-aligned instruction and tasks on a daily basis.
2) Increase supports for Level 1 students, especially for our ESE and AA population, through our MTSS and Intensive Reading process.
3) Continue to utilize PBIS and initiate CHAMPS school-wide to decrease discipline and amount of interrupted instructional time, while building a strong school culture.
4) Continue to integrate AVID components into our instructional practices and school culture to create more student engagement and goal-setting.
5) Increase community and family engagement to expand student learning beyond the classroom.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Collaborative Planning for Standards-Alignment
Rationale	In order to increase the proficiency levels in ELA and Math, students need to be consistently working at a rigorous level to the full intent of the standard. This will be accomplished by instructional leaders and coaches facilitating collaborative planning sessions, so teachers have protected and supported time to analyze and conduct purposeful lesson planning to ensure that instruction, tasks, and assessments are standards-aligned. The goal is to implement these standards-aligned plans with fidelity to ensure equity across the grade level and consistent rigor to the level that will be assessed by local and state tests.
State the measurable outcome the school plans to achieve	Ultimately, the measurable outcome will be improved proficiency levels in ELA and Math based upon local and state assessments. Daily, observational data will be collected during walk-throughs, and progress monitoring standards mastery and mini-task assessments will show consistent growth.
Person responsible for monitoring outcome	Michael Mahl (mahl.mike@brevardschools.org)
Evidence-based Strategy	Use of the coaching cycle for guided collaborative planning, modeling, follow-up, and monitoring through instructional rounds and observational data.
Rationale for Evidence-based Strategy	By giving guidance and job-embedded professional development to teachers in regards to planning and implementing standards-aligned instruction, the students will benefit from a more engaging, rigorous learning environment with opportunities to show mastery of standards. It will also include our ESE teachers who can enhance the lessons and instruction with research-based strategies to improve performance by students with disabilities, as well as, benefiting others. The use of complex text will assist with improving our ELA proficiency and student tasks will be more aligned with the test specifications based upon FSA. For our lower grades, it will build a stronger foundation in ELA to improve student achievement long-term.

Action Step	
Description	1. State and local assessment data will be disaggregated to find areas of limited proficiency of our school. 2.Grade levels will be assigned an instructional coach or administrator as their facilitator for collaborative planning sessions. Some instructional coaches are provided via Title 1 funds/budget. 3. Collaborative planning will meet bi-weekly or monthly depending on necessity to examine standards, and ensure all instruction, tasks and assessments are aligned to the full intent of the standard. General education teachers and ESE resource teachers will attend together. Job-embedded professional development will occur during these planning sessions tailored to the grade level or teacher needs. 4. Students will take a standards mastery assessment bi-monthly to ensure the instruction is teaching to the full intent of the standard. 5. Monthly data-team meetings will analyze standards mastery data and student work samples. Through this discussion, all stakeholders will take ownership of challenges and collaborate on action plan to improve or assist. 6. Administration and instructional coaches will conduct weekly walk-throughs to collect

data on the fidelity of standards-aligned instruction, student work, and assessments.
7. Feedback will be shared with teachers in the coaching cycle and areas of weakness will
be supported with human or material resources such as modeling and teacher trainings.

**Person
Responsible**   Stephanie Woodbury (woodbury.stephanie@brevardschools.org)

#2	
Title	PBIS-CHAMPS
Rationale	Discipline data shows staff are not utilizing the PBIS structure and tools with fidelity, and students are unsure about the expectations, especially in our common areas such as the cafeteria, recess, transitions, and Activity classes. Disruptive or inappropriate behavior interrupts the learning time for students, or the offending students are out of the learning environment serving consequences. Both are minimizing instructional time and thus, decreasing time students can learn creating achievement gaps. By improving the PBIS structure schoolwide, and initiating the CHAMPS expectations, teachers and students will have a clear vision of what is expected. Additionally, the positive reinforcement of LEAD Loot and other incentives will motivate students to comply in order to increase their learning time, and build a strong school culture.
State the measurable outcome the school plans to achieve	The goal is to decrease the number of discipline incidents and student referrals schoolwide as documented in our RtI database, as well as, teacher documentation. Another goal would be an improvement in our staff TNTP survey results in the areas of school culture, student discipline, and administrative support.
Person responsible for monitoring outcome	Jesse Hodge (hodge.jesse@brevardschools.org)
Evidence-based Strategy	The Positive Behavior System is a research-based program that creates a schoolwide common language and set of expectations. The token currency encourages students to follow expectations by rewarding them for their efforts and positive praise. CHAMPS is an additional tool for all staff to create a common language and specific expectations during each type of activity during the day.
Rationale for Evidence-based Strategy	Because our discipline and TNTP data shows a need for consistency and effectiveness, our school decided to continue our PBIS program with some improvements to take it to the next level. Additionally, by adding CHAMPS, it gives staff another tool to ensure students understand their expectations and a pathway to success. These strategies focus on the visual and auditory components to ensure understanding by all. Survey data stated staff felt there was not a consistent effort schoolwide among their colleagues, and by narrowing our focus and adding additional tools, staff can have a common language as well as be held accountable by their peers. Finally, by using a positive language approach, the culture of the school will bloom naturally.
Action Step	
Description	1. Discipline and TNTP data will be analyzed and areas of concern will be problem-solved. 2. Staff review and creation of schoolwide expectations for students. PBIS Coach will present final plan to staff and retrain to ensure common language. 3. CHAMPS training for all staff completed summer of 2019, and teachers will implement a CHAMPS/PBIS bootcamp with students the first few weeks of school to set expectations. (Title 1 funds from the previous year were used to pay for the initial training, and this year's Title 1 funds will be used to support additional staff trainings and substitutes for those teachers' absences.) 4. Administration and Coaches will conduct walkthroughs to collect data on the implementation and effectiveness of CHAMPS and PBIS structures. 5. Observational data will be shared at monthly PBIS staff meetings and any issues will be addressed and problem-solved.

6. Students will be able to spend their LEAD Loot (token economy) at the PBIS store each month, and purchase tickets to quarterly PBIS school events. Teachers will also integrate a class LEAD Loot incentive program to purchase other items or experiences.

7. Discipline data will be continually tracked and reviewed through our data base to monitor effectiveness in comparison to our walkthrough data.

Person Responsible   Ashley Rothe (rothe.ashely@brevardschools.org)

#3	
Title	AVID (Advancement Via Individual Determination)
Rationale	Goal-setting, student engagement and discussion are important factors in achievement. Based upon observational data, teachers spend a majority of their time in direct instruction/ lecture rather than being a facilitator to student learning. The teacher is doing most of the talking, thinking and work in the classroom, leaving learning for students at a minimum. Many students also have to work independently which is a struggle for them if the content is too difficult. Struggling students often react with task-avoidance behaviors which results in a class disruption affecting all students. Not only does AVID prepare students for college and career readiness, it also helps teachers shift from delivering content to facilitating learning, resulting in an inquiry-based, student-centric classroom. Teachers have the flexibility to add tools from AVID to augment learning of any subject. These elements are at the core of closing the opportunity gap while goal-setting motivates students towards post-high school careers.
State the measurable outcome the school plans to achieve	The goal is to see a culture shift in instructional practices to improve student achievement. Data will be collected via observational data during instructional rounds to calculate the amount of student collaboration, student organization, goal-setting opportunities, and student engagement activities. The target would be an increase of all the above factors in conjunction with improved proficiency levels on state assessments. Additionally, our school predicts an increase of students who sign up for AVID courses offered in middle school.
Person responsible for monitoring outcome	Jesse Hodge (hodge.jesse@brevardschools.org)
Evidence-based Strategy	AVID helps teachers pivot their approach from instructor to facilitator by shifting the manner with which teachers facilitate learning without layering on a new curriculum. Using AVID strategies, they design learning opportunities that challenge students to think critically, ask questions, and collaborate to create solutions. The role students play in the classroom changes, as does their level of ownership of their learning. Some components of this strategy include organization with student binders, focused-note taking, purposeful reading and writing, inquiry-based lesson planning, and cooperative learning structures.
Rationale for Evidence-based Strategy	Overall school proficiency levels and rate of retention of students are areas of concern for our population. Many students struggle with academics and have limited supports for their education. Thus, they dislike school and lack the understanding of why education is important for their future. These actions will provide students with opportunities to practice and be exposed to skills that will support them in every stage of life between elementary and adulthood.
Action Step	
Description	1. Third through Sixth grade teachers will be AVID trained during summer of 2019.Teachers who were not able to attend summer institute will be sent to APLWs and Showcases. 2. The AVID coordinator, paid for via Title 1 funds, will support the needs of teachers with materials and coaching based upon observational data and teacher conferences. 3. Monthly, Third through Sixth grade teachers will participate in AVID Site Team meetings to learn new strategies and problem-solve current issues in the classroom. 4. During collaborative planning sessions, coaches will encourage teachers to integrate their AVID strategies to increase student engagement and achievement. Teachers will then implement and integrate AVID in all areas of school day.

5. The AVID coach will support school-wide culture for goal-setting and post-high school careers via college or trade.

Person Responsible   Brianna Wright (wright.brianna@brevardschools.org)

#4	
Title	MTSS - Intensive Reading
Rationale	Data from state assessments and i-Ready show low proficiency levels school-wide in ELA, especially in our African American and Students with Disabilities population. This indicates a need for increased Tier II and Tier III instruction in addition to changes in our instructional practices. Students need to be identified early and given support to master grade level standards and foundational skill gaps.

State the measurable outcome the school plans to achieve	The goal of this focus area is to increase the level of proficiency in ELA overall, with an emphasis on increasing proficiency levels of our African American students and Students with Disabilities. Currently we are under the state acceptable level for proficiency of 41% in these two areas.
Person responsible for monitoring outcome	Michael Mahl (mahl.mike@brevardschools.org)
Evidence-based Strategy	Utlizing the Multi-Tiered System of Support with fidelity will ensure students are identified and given the supports they need to succeed. Students are identified through assessment and observational data, and a team of stakeholders then determines their plan of action for each student. Many of these students are in need of Tier II and Tier III interventions in reading due to significant skill gaps and proficiency deficits. Small group instruction based upon progress-monitoring data is an evidence-based strategy to improve student achievement.
Rationale for Evidence-based Strategy	The MTSS process is an effective system to identify and assist students with learning deficiencies. Once the students are correctly identified, Tier II small group instruction allows us to target specific skills with bi-weekly progress monitoring. This provides data for dynamic grouping as students master skills. Tier III intervention allows a focused approach to substantial skill gaps for students performing two or more years below grade level. On-going progress monitoring ensures students are getting the services they need to increase proficiency levels.
Action Step	
Description	1. Gather and review baseline data using i-Ready diagnostics and state assessments. 2. Discuss overall student data during data chats and create initial student groupings Identify potential students who are substantially below grade level for MTSS discussion. 3. Conduct MTSS meetings with grade levels to discuss student data and their needs. 4. Provide Tier II instruction with progress monitoring to occur bi-weekly, or Tier III interventions with weekly progress monitoring. Reading Intervention teacher, funded by Title 1 budget, will work with each grade level in supporting students and teachers. 5. Adjust student groupings as needed using progress monitoring data. Move forward through MTSS process for students who are not showing growth with Tier II or III interventions. 6. Continue data chats throughout year and repeat steps.
Person Responsible	Michael Mahl (mahl.mike@brevardschools.org)

#5	
Title	Community and Family Engagement
Rationale	Increased community and family engagement provides our school with resources only available from these stakeholders. By creating a partnership with families, students will extend their learning outside the school day. Outside community partnerships offer learning experiences students may not have access to on their own. When parents and families can connect with school stakeholders, information can be shared on how to continue the learning at home; thus increasing student achievement potential.

State the measurable outcome the school plans to achieve	The goal is to increase attendance at Parent Involvement events through out the year, decrease discipline referral rates, and maintain or increase our business partnerships from the community.
Person responsible for monitoring outcome	Stephanie Woodbury (woodbury.stephanie@brevardschools.org)
Evidence-based Strategy	One strategy is the incorporation of Academic Parent Teacher Team meetings throughout the school year. APTT is a model of family engagement that is grounded in the notion that schools can thrive when families and teachers work together, as genuine partners,to maximize student learning inside and outside of school. The model is research-based and aligns grade-level learning concepts, student performance data, and family-teacher communication and collaboration. Inclusion of families in their students' academic success benefits the child as well as encourage post-school careers.
Rationale for Evidence-based Strategy	By including all stakeholders in the school's affairs, students benefit because they are encouraged to take ownership in their learning from more than just the teachers at school. A student only spends 12% of their year in school and 55% with their families. By capitalizing on the time students are at home, we can increase student proficiency quicker.

Action Step	
Description	1. Train staff on APTT foundations and structure. 2. Conduct teacher planning sessions to set goals for APTT nights. 3. Collect student data and create activities to share with families. Materials and printing funded by Title 1 budget. 4. Advertise in multiple methods to invite families to attend. 5. Conduct APTT nights with parent follow up. 6. Integrate Title 1 Family Engagement activities at school or at partnership locations funded through Title 1 budget. 7. Continue Business Partnerships to support school efforts and families.
Person Responsible	Brianna Wright (wright.brianna@brevardschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

To maintain making growth in reading, math and science we will make standards based instruction a priority.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Palm Bay Elementary plans to build positive relationships with parents and families through hosting various parent family nights such as our Academic Parent Teacher Team Meetings. These meetings give parents a chance to look at their child's data and compare how they are doing to the class. The teacher also provides specific materials to use at home with their child to prove academic performance. We build positive relationships with community stakeholders through mentoring programs such as Top Notch and inviting community business and resources to our events.
Both parents/families and community stakeholders are welcome to give input into our School Improvement Plan, Compact and Parent Family Engagement Plan through face to face meetings and surveys through out the year.

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

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.

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.

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

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.

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.

Palm Bay Elementary's Leadership team identifies needs through academic data such as FSA and i-Ready, along with attendance and behavioral data to help determine needs for the following school year. We use federal funds to hire personnel that will support instruction through coaching, intensive reading groups and math groups. We also use funds to purchase vetted programs such as i-Ready and LLI to support our current curriculum.
Ms. Hume is the Title I coordinator who oversees the use of funds and maintains a current inventory of resources.
Ms. Garrett is our Reading Coach that oversees ELA data and supports in ELA collaborative planning monthly.
Ms. Wright is our AVID and APTT coach. She also supports ELA collaborative planning monthly. Ms. Reid is our intensive reading teacher and she helps coordinate intensive reading groups. Data is reviewed monthly for these groups. Ms. Hume is our Math coach and she oversees math instruction and coordinates monthly collaborative planning. Ms. Poulsen is our Title I math teacher and she teaches 4th, 5th and 6th grade math classes. She reviews data monthly.
The Leadership team meets weekly to discuss instruction, collaborative planning, and data. They also conduct classroom walk-throughs. We discuss data with teachers and give feedback on walk-throughs to improve instruction.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Palm Bay Elementary has started the AVID program in grades 5 and 6 last year and expanded the program to grades 3 and 4 this year. Through AVID we are teaching students organizational skills not only for their materials but ways to organize their thoughts. One example is focused note taking.
We also talk to our students about goal setting, both personally and academically. Each year we take 6th grade to Eastern Florida College and 5th grade goes to Palm Bay High School. For students that have expressed an interest in trades such as automotive careers or cosmetology, we arranged field trips to visit businesses in these fields. We will continue to help our students need a future after high school.