

Brevard Public Schools

# Palm Bay Elementary School



2020-21 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-6
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (48%) 2017-18: C (46%) 2016-17: D (40%) 2015-16: D (38%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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](http://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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# Palm Bay Elementary School

1200 ALAMANDA RD NE, Palm Bay, FL 32905

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-6</p>	<p><b>2019-20 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">57%</p>

## School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	D

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## SIP Authority

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Mahl, Michael	Principal	<p>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.</p> <p>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.</p> <p>Coordinates the development of an effective Multi-Tiered 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.</p>
Hume, Michelle	Instructional Coach	<p>Supports the successful implementation of a K-5 Eureka Math model by providing high quality professional development, leveraging resources and participating in coaching cycles.</p> <p>Serves as an instructional leader by sharing with teachers, high quality instructional practices and modeling lessons.</p> <p>Monitors the effective implementation of math curriculum by conducting data analysis meetings with grade level teachers and determining adjustments to practice as needed.</p>
Woodbury, Stephanie	Assistant Principal	<p>Supports the realization of school wide vision by 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.</p> <p>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 coaching cycles.</p>
Gjesdahl, Suzy	Instructional Coach	<p>Supports the successful implementation of school wide ELA goals by providing high quality professional development, leveraging resources and participating in coaching cycles.</p> <p>Serves as an instructional leader by sharing with teachers, high quality</p>



Name	Title	Job Duties and Responsibilities
		<p>instructional practices and modeling lessons. Supports teachers with tools to develop and implement Tier II and III interventions to meet the needs of at risk students.</p> <p>Monitors the effective implementation of ELA curriculum by conducting data analysis meetings with grade level teachers and determining adjustments to practice as needed.</p> <p>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.</p>
Wright, Brianna	Administrative Support	<p>Supports AVID implementation grade 2-6. Assists with the development of school based AVID goals and supports teachers with development of and use of AVID based practices.</p> <p>Supports Academic Parent Teacher Teams. Leverages resources to support APTT goals and provide teachers with tools for successful APTT implementation. Solicits feedback from school stakeholders for continued improvement.</p>

### Demographic Information

**Principal start date**

Saturday 7/1/2017, Mike Mahl

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

**Total number of teacher positions allocated to the school**

54

**Demographic Data**

<p><b>2020-21 Status</b> (per MSID File)</p>	<p>Active</p>
<p><b>School Type and Grades Served</b> (per MSID File)</p>	<p>Elementary School PK-6</p>

<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (48%) 2017-18: C (46%) 2016-17: D (40%) 2015-16: D (38%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**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	67	77	54	74	78	68	87	0	0	0	0	0	0	505
Attendance below 90 percent	32	35	27	26	29	20	25	0	0	0	0	0	0	194
One or more suspensions	0	4	5	1	1	2	4	0	0	0	0	0	0	17
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	10	10	19	0	0	0	0	0	0	39
Level 1 on 2019 statewide Math assessment	0	0	0	0	8	15	20	0	0	0	0	0	0	43

**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	2	2	0	9	12	16	0	0	0	0	0	0	41

**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	1	7	1	4	1	1	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	2	3	0	0	0	0	0	0	5

**Date this data was collected or last updated**

Monday 9/14/2020

**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	
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

**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

**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	
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

**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

**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	
	(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.**

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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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				

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
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%	0

**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%	0

**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%	0

**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%	0

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%	0
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0

## 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 previous 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, the achievement gap has increased due to mid-year closures for COVID response coupled with the summer months which identifies a need for more instructional cohesiveness, progress monitoring, and re-teaching. A final factor would be the discipline data shows African American males and Students with Disabilities had more incidents than other student groups. Therefore, learning was interrupted for all students, especially for our critical subgroup 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. Again, the 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, a decrease in the fidelity of consistent i-Ready usage by students, an interrupted school year due to pandemic concerns, and discipline data showing African American males had more incidents than other student groups.

In order to respond to these factors, our school will build our awareness of culturally responsive teaching, trauma's effect on learning, and instructional practices such as differentiation, small group instruction, and student cooperative learning.

**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 19-20 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 in 19-20 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?**

The first area of concern would include students who were retained at the end of the 2019-2020 school year. Seven first grade students and four third grade students were retained based upon year-long performance data and inconsistency of instruction due to school closure and somewhat ineffective stopgap of distance learning. High number of retentions in our Early Literacy grades is alarming and an area that will need to be addressed. By securing a strong literacy foundation for students in the primary grades will help increase their performance on future state assessments and academic mastery of grade level standards. Therefore, we will be creating a cycle of proficient students from an early age.

The second area of concern is the amount of intermediate students who have two or more indicators inhibiting their educational journey. Looking deeper into the data, attendance and discipline were the most frequent indicators affecting students' academic progress. When students miss instruction due to these two factors, the achievement gap will compound placing students in deficient or substantially-deficient status.

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

- 1) ELA Instruction with a focus on AA and SWD subgroups.
- 2) Social Emotional Learning and Improving attendance
- 3) Lowest 25% students
- 4) Intensive Reading/Small Group Instruction

## **Part III: Planning for Improvement**

### **Areas of Focus:**

**#1. Instructional Practice specifically relating to Small Group Instruction**

This area of focus will be Collaborative Planning of Standards Alignment with an emphasis on small group instruction to close the achievement gap for all students, especially our African American and Students with Disabilities subgroups.

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 staff and leadership creating Curriculum Maps for all subject areas to use during collaborative planning sessions throughout the year. This will 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.

**Area of Focus Description and Rationale:**

Small group instruction will now be part of the daily ELA and Math blocks with the expectation that students are engaged in grade-level text 100% of the time in their ELA block unless they are utilizing the Guided Reading curriculum. Primary grades will use Guided Reading three times a week and two days of standards support. Intermediate grades will use Guided Reading two times a week and three days of standards support. The Scholastic Library will be used to match students with appropriate instructional level books aligned to their BAS levels. For Math, students will be grouped based upon their daily Eureka exit slips and other assessments to offer standards support each instructional day. Utilizing frequent and effective small group instruction daily will offer the scaffolding or enrichment students need to be successful with grade-level standards mastery, as well as, offering opportunities for students to building their reading skills through the Guided Reading program.

Ultimately, the measurable outcome will be improved proficiency levels in ELA and Math (ELA-47% to 60%, Math- 47% to 60%) based upon local and state assessments. In order to raise the overall Federal Index, these are the goals to accomplish:

**Measurable Outcome:**

- 1) Increase ELA subgroup proficiency from 27% to 35% for SWD and 23% to 35% for AA
- 2) Increase ELA subgroup Learning Gains from 36% to 40% for SWD and 35% to 45% for AA
- 3) Increase Math subgroup proficiency from 40% to 50% for SWD and 35% to 45% for AA
- 4) Increase Math subgroup Learning Gains from 55% to 60% for SWD and 45% to 50% for AA

Standards Mastery assessments will be administered approximately every two weeks to show class and grade level achievement of standards. Observational data will also be collected by the leadership team to show fidelity of small group instructional practices.

**Person responsible for monitoring outcome:**

Michael Mahl (mahl.mike@brevardschools.org)

**Evidence-based Strategy:**

Use of the coaching cycle for collaborative planning, modeling, followup, and monitoring through instructional chats and observational data. The curriculum maps will also serve as a guide to ensure correct pacing of instruction throughout the school year. Collaborative planning will help teachers develop clarity and establish learning targets for their students, both of which have effect sizes greater than .40 which is proven to boost student achievement based upon John Hattie's Visible Learning research. When teachers have a clear understanding of what students are expected to master at their grade level, their

instructional practices are more targeted. The continuous feedback from observational data will also guide teachers to refine their practices within the coaching cycles.

**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 Steps to Implement

1. Previous state and local assessment data will be disaggregated to find areas of limited proficiency of our school.

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

2. Instructional staff will attend professional development training during pre-planning to increase knowledge of standards-aligned instruction and small group instructional practices along with blended learning.

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

3. Grade levels will collaboratively plan with ESE Resource staff bi-weekly to examine standards in curriculum map, and ensure all instruction, tasks and assessments are aligned to the full intent of the standard. Additionally, planning for small group instruction will be infused into these collaborative sessions utilizing Scholastic News (funded by Title I) and blended learning components will be added. Technology will be purchased with Title 1 funds to ensure blended learning components are successful. Collaborative planning sessions will be facilitated by instructional coaches funded by Title I.

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

4. Students will take a standards mastery assessment bi-monthly to ensure the instruction is teaching to the full intent of the standard.

**Person  
Responsible** Suzy Gjesdahl (gjesdahl.suzy@brevardschools.org)

5. Monthly data and instructional chats 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. Subgroup data will be analyzed here to identify areas of success and challenges we still face. Students who are not meeting grade level expectations will be referred to our ASP/CARES Act tutoring sessions for additional support.

**Person  
Responsible** Michael Mahl (mahl.mike@brevardschools.org)

6. Administration and instructional coaches (funded by Title I) will conduct weekly walkthroughs to collect data on the fidelity of standards-aligned instruction, student work, small group instructional practices and assessments.

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

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 training.

**Person Responsible** Michael Mahl (mahl.mike@brevardschools.org)

Evidence of process and progress will be uploaded into our Title 1 Tools for tracking and analysis.

**Person Responsible** Michelle Hume (hume.michelle@brevardschools.org)

**#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports**

This area of focus is a continuation of our Positive Behavior Intervention and Supports (PBIS) initiative with an emphasis on Restorative Circles and Conscious Discipline. Last year, we saw progress in minimizing student discipline issues with CHAMPS and use of PBIS practices including common language and incentives via LEAD Loot. Without a positive learning environment, instructional time can be easily disrupted which will negatively impact student performance. These areas of need were identified through TNTP teacher survey, forums with staff, Youth Truth Survey, discipline data, and observational data by leadership:

**Area of Focus Description and Rationale:**

- 1) Communication between staff and administration was not consistent when students were removed for discipline issues and then returned to class. Staff was not fully aware of the actions taken by administration, and administration was not always aware the steps that were taken by teachers.
- 2) Relationships between offending students and staff, or other classmates, were often damaged without a consistent, researched-based method to rebuild. When relationships are damaged or severed, it makes redirection and trust areas of concern during academic or behavioral needs.
- 3) Class communities were not consistently strengthened after the first nine weeks, and staff felt they did not possess the tools needed to be successful when their class communities or students were having conflict.

**Measurable Outcome:** 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. Our goal is to decrease our number of incidents by 50% and reduce the number of suspensions by 30% for our AA students and SWD.

**Person responsible for monitoring outcome:** Brianna Wright (wright.brianna@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. Restorative Circles and Conscious Discipline help build and maintain an emotionally safe learning environment for students and staff by using structures for class meetings, resolving conflicts, and repairing relationships broken between students and staff. It allows students and staff to understand how their actions impact the academic and emotional well-being of others while taking ownership. Additionally, it teaches students that mistakes will not follow them, but give them a chance to restore damage and move forward.

**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 Restorative Circles and Conscious Discipline, it gives staff more tools to build and maintain a positive learning environment and school culture. 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 Steps to Implement

1. Discipline and TNTP data will be analyzed and areas of concern will be problem-solved through collaborative forum including all school-based stakeholders.

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

2. Staff review of schoolwide expectations for students in regards to PBIS and CHAMPS. Cohort will establish alignment between current PBIS language/expectations, and the language/philosophies of Restorative Circles and Conscious Discipline. A more sustainable communication system will be created in regards to discipline follow up from administration. PBIS Coach will present final plan to staff and retrain to ensure common language.

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

3. Staff will receive training on Restorative Circles and Conscious Discipline throughout the school year. Each session will be facilitated by guidance counselor (funded by Title I) who attended Restorative Circles conference, and/or Conscious Discipline summer cohort. Each staff member will receive a Restorative Questions card and grade levels will receive the Conscious Discipline book.

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

4. Administration and Coaches will conduct walkthroughs to collect data on the implementation and effectiveness of all PBIS structures. This observational data will be shared at monthly meetings and any issues will be addressed and problem-solved.

**Person Responsible** Michael Mahl (mahl.mike@brevardschools.org)

5. Each homeroom teacher will conduct Morning Circles to build class community daily. Guidance and leadership will model and participate in all grade level circles on a rotation. Teachers will be encouraged to use Restorative Circles when conflict arises.

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

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.

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

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

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

8. PBIS signage and materials will be purchased using Title I funds.

**Person Responsible** Michelle Hume (hume.michelle@brevardschools.org)

9) Social Worker and Guidance Counselors will implement school-wide mental health education programs, as well as, mentoring students in need and providing specific support services to students through small group and individual therapy sessions.

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

**#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**

**Area of Focus Description and Rationale:**

This area will focus on improving our Data Systems including the MTSS process which targets and supports students across multiple subgroups. Data from state assessments and i-Ready show low proficiency levels schoolwide 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.

Through observational data and staff input, it was determined that the MTSS process and fidelity of data-tracking were areas of weakness. This includes diagnostic screeners such as iReady and BAS, and progress monitoring data during Intensive Reading and Tier II or III.

**Measurable Outcome:**

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. Many of these students also fall in our Lowest 25% and have been previously identified in our MTSS process. The goals are:

- 1) Increase ELA subgroup proficiency from 27% to 35% for SWD and 23% to 35% for AA
- 2) Increase ELA subgroup Learning Gains from 36% to 40% for SWD and 35% to 45% for AA
- 3) Increase Math subgroup proficiency from 40% to 50% for SWD and 35% to 45% for AA
- 4) Increase Math subgroup Learning Gains from 55% to 60% for SWD and 45% to 50% for AA

**Person responsible for monitoring outcome:**

Michael Mahl (mahl.mike@brevardschools.org)

**Evidence-based Strategy:**

Accurately tracking student data and utilizing 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 Steps to Implement**

- 1) Identify areas of concern for schoolwide Data Systems and their effect on MTSS, along with barriers in the MTSS process through a collaborative cohort of stakeholders.

**Person Responsible**

Stephanie Woodbury (woodbury.stephanie@brevardschools.org)



2) Develop a universal Data System for tracking student performance that will identify and track students who are in need of interventions, or other forms of support including attendance concerns. Create new flowchart and checklist to guide staff through the MTSS process and documentation. Train staff during pre-planning on new MTSS procedures, database tool, begin using with baseline data from iReady and BAS.

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

3) Utilize Data System during data chats and MTSS grade level meetings to discuss students who are not making adequate progress or not attending school regularly. Notes for students will also be stored in the Data System to align information.

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

4) Provide 40 minutes daily of intensive reading schoolwide utilizing materials funded by Title I (Heggerty, LLI materials, and Ready ELA books).

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

5) Begin supporting identified students through Intensive Reading and tracking their progress. Provide Tier II instruction with progress monitoring to occur bi-weekly, or Tier III interventions with weekly progress monitoring. Reading Intervention teachers and instructional assistants, funded by Title 1 budget, will work with each grade level in supporting students and teachers.

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

6) 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. Continue to follow MTSS protocols to ensure students' needs are being met based upon the frequent data collected in Data System.

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

7) Frequently review student data (focusing on subgroups) during data chats, leadership meetings, and quarterly reviews.

**Person Responsible** Michael Mahl (mahl.mike@brevardschools.org)

8) For students whose academic progress is being affected by consistent attendance, Guidance counselors and Social Worker will reach out to families to identify and solve any barriers such as transportation or needs within the home.

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

**#4. Instructional Practice specifically relating to Student Engagement**

**Area of Focus Description and Rationale:**

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. In addition, a great deal of students' academic time is spent independently working. Struggling students often react with task-avoidance behaviors which can result in a class disruption affecting all students. AVID/Cooperative learning helps teachers shift from delivering content to facilitating learning, resulting in an inquiry-based, student-centric classroom. Teachers have the flexibility to add student engagement strategies 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.

**Measurable Outcome:**

The goal is to see a culture shift in instructional practices to improve student achievement. Data will be collected during frequent classroom walkthroughs 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:**

Brianna Wright (wright.brianna@brevardschools.org)

**Evidence-based Strategy:**

AVID/Cooperative learning 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/Cooperative learning 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 Steps to Implement**

1. All teachers will participate in student engagement training throughout the school year (funded by Title I).

**Person Responsible**

Lauren Hollis (hollis.lauren@brevardschools.org)

2. The AVID Coordinator will support the needs of teachers with coaching and modeling based on observational data and teacher conferences. Title 1 will fund materials (especially for Math) to allow students to interact in an engaging manner while learning the curriculum.

**Person Responsible**

Lauren Hollis (hollis.lauren@brevardschools.org)

3. All teachers will participate in AVID site team meetings monthly to learn new strategies and problem-solve current issues in the classroom. Teachers in grades 2-6 will commit to trying one new engagement strategy per month and be prepared to share student work samples and feedback about the strategy

during the monthly site team meetings. All other teachers will be encouraged to try the new strategy and share their experience using it during the monthly site team meetings.

**Person Responsible** Lauren Hollis (hollis.lauren@brevardschools.org)

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

**Person Responsible** Lauren Hollis (hollis.lauren@brevardschools.org)

5. Students will participate in virtual field trips due to COVID-19 guidelines limiting these educational experiences in person. These standard-based, virtual field trips funded by Title 1, will be used as an introductory or culminating experience to launch student discussion and support cooperative learning.

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

**#5. Culture & Environment specifically relating to Community Involvement**

**Area of Focus Description and Rationale:** This area will focus on Parent and Community Involvement taking into account guidelines under the district Re-opening Plan. 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.

**Measurable Outcome:** 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:** Brianna Wright (wright.brianna@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 Steps to Implement**

1) Review community participation data from last year in collaborative forum, and discuss needs and suggestions for improvement along with ways to conduct events virtually as needed.

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

2. Conduct teacher planning sessions to set goals for APTT nights.

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

3. Collect student data and create activities to share with families. Materials and printing funded by Title 1 budget.

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

4. Advertise in multiple methods to invite families to attend. Offer virtual options as needed.

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

5. Conduct APTT nights and student led-conferences with parent follow up.

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

6. Integrate Title 1 Family Engagement activities at school or at partnership locations funded through Title 1 budget.

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

7. Continue Business Partnerships to support school efforts and families.

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

### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**In addition to the Areas of Focus above, the Leadership Team will target efforts to the following:**

- 1) Absenteeism for students and staff to ensure instructional continuity. For our eLearning students, we will monitor technology usage and effectiveness to provide a high-level of instruction for all.**
- 2) Monitor the fidelity of our mission via collaborative planning, walkthrough data, and formative assessments and share this data with staff at weekly meetings.**
- 3) Continue to have high expectations for our staff and students. In areas of concern, provide supports via coaches or resources, and retraining if necessary.**
- 4) Provide a safe learning environment by implementing and monitoring COVID-19 protocols for all staff and students.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Palm Bay Elementary plans to continue building positive relationships with parents and families through hosting various family nights such as our "drive thru" Open House and Academic Parent Teacher Team (APTT) Meetings. These meetings give parents a chance to get to know their children's teachers and other parents in our school community. APTT meetings allow parents a unique opportunity to look at their child's data and compare their performance with the rest of the class as well as current and end of year benchmarks. The teacher also provides specific materials to use at home with their child to prove academic

performance during the APTT meetings.

We build positive relationships with community stakeholders through mentoring programs 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 throughout the year.

To build a positive culture for our staff and build leadership capacity, we funded a summer cohort through Title 1 to review our school data, identify areas of concern school-wide, and create solutions. All staff was encouraged to attend to provide insight and ideas. Once the areas of concern were identified, staff separated into separate cohorts to focus on one area to problem-solve. Although administration attended these sessions, they were led by teachers. These cohorts then shared their solutions and new systems to the staff during pre-planning which were implemented for the 20-21 school year. Administration assists in monitoring these new systems, but the staff continues to lead the charge on each one of the focus areas. Overall, this has created a strong sense of ownership to the school's mission and vision, and the staff has shown more fidelity in the implementation thus far than in previous years.

**Parent Family and Engagement Plan (PFEP) Link**

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