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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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	

* 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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Palm Bay Elementary School

1200 ALAMANDA RD NE, Palm Bay, FL 32905

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

	2020-21	2019-20	2018-19	2017-18
Year Grade	C	C	C	C

School Board Approval

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SIP Authority

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<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	Position 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. 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>
Wright, Brianna	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. 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>
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>
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 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>

Name	Position Title	Job Duties and Responsibilities
Hollis, Lauren	Administrative Support	<p>Manages the implementation of school wide procedural goals including CHAMPS. Ensures teachers are provided with appropriate training and effectively implement practices.</p> <p>Collects data from walkthroughs and feedback from teachers to determine areas of success and support areas of development.</p> <p>Supports AVID implementation in all grades. 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>
Mounce, Elizabeth	School Counselor	<p>Supports the successful implementation of social-emotional learning by providing teachers with high quality resources to implement during morning meetings, working with individual and small groups of students, and monitoring the implementation of social-emotional learning.</p> <p>Supports teachers in identification of academic and social-emotional challenges as well as in developing Tier II and III interventions for students struggling.</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

53

Total number of students enrolled at the school

545

Identify the number of instructional staff who left the school during the 2020-21 school year.

11

Identify the number of instructional staff who joined the school during the 2021-22 school year.

11

Demographic Data

Early Warning Systems

2021-22

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	69	81	66	51	69	77	65	0	0	0	0	0	0	478
Attendance below 90 percent	7	23	12	8	16	14	9	0	0	0	0	0	0	89
One or more suspensions	0	4	2	2	4	4	4	0	0	0	0	0	0	20
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	5	0	0	0	0	0	0	0	0	0	5
LEVEL 1 ON 2021 FSA ELA	0	0	0	4	25	32	25	0	0	0	0	0	0	86
LEVEL 1 ON 2021 FSA MATH	0	0	0	3	30	32	27	0	0	0	0	0	0	92

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	3	1	5	24	30	22	0	0	0	0	0	0	85

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	13	1	4	4	0	4	0	0	0	0	0	0	29
Students retained two or more times	0	0	1	0	1	2	4	0	0	0	0	0	0	8

Date this data was collected or last updated

Wednesday 9/1/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				47%	62%	57%	46%	60%	56%
ELA Learning Gains				52%	60%	58%	54%	54%	55%
ELA Lowest 25th Percentile				43%	57%	53%	44%	46%	48%
Math Achievement				47%	63%	63%	45%	62%	62%
Math Learning Gains				59%	65%	62%	55%	59%	59%
Math Lowest 25th Percentile				42%	53%	51%	40%	49%	47%
Science Achievement				45%	57%	53%	38%	57%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	37%	64%	-27%	58%	-21%
Cohort Comparison						
04	2021					
	2019	43%	61%	-18%	58%	-15%
Cohort Comparison		-37%				
05	2021					
	2019	42%	60%	-18%	56%	-14%
Cohort Comparison		-43%				
06	2021					
	2019	50%	60%	-10%	54%	-4%
Cohort Comparison		-42%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	48%	61%	-13%	62%	-14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
04	2021					
	2019	42%	64%	-22%	64%	-22%
Cohort Comparison		-48%				
05	2021					
	2019	39%	60%	-21%	60%	-21%
Cohort Comparison		-42%				
06	2021					
	2019	48%	67%	-19%	55%	-7%
Cohort Comparison		-39%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	41%	56%	-15%	53%	-12%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady Reading and Math Diagnostics were used to progress monitor each grade level. District science assessments were used to progress monitor science achievement in 5th grade.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14%	26%	24%
	Economically Disadvantaged	14%	23%	20%
	Students With Disabilities	21%	32%	26%
	English Language Learners	0%	20%	20%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7%	13%	34%
	Economically Disadvantaged	7%	12%	27%
	Students With Disabilities	11%	16%	26%
	English Language Learners	0%	0%	0%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17%	29%	33%
	Economically Disadvantaged	18%	30%	34%
	Students With Disabilities	25%	25%	33%
	English Language Learners	25%	25%	25%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6%	16%	24%
	Economically Disadvantaged	7%	17%	23%
	Students With Disabilities	8%	25%	25%
	English Language Learners	0%	0%	25%
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35%	56%	55%
	Economically Disadvantaged	32%	50%	52%
	Students With Disabilities	5%	25%	15%
	English Language Learners	0%	50%	50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9%	26%	37%
	Economically Disadvantaged	10%	24%	33%
	Students With Disabilities	0%	5%	11%
	English Language Learners	0%	0%	0%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16%	29%	33%
	Economically Disadvantaged	13%	26%	32%
	Students With Disabilities	14%	23%	27%
	English Language Learners	0%	20%	40%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9%	16%	29%
	Economically Disadvantaged	9%	17%	30%
	Students With Disabilities	9%	10%	18%
	English Language Learners	0%	0%	20%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22%	31%	31%
	Economically Disadvantaged	22%	28%	27%
	Students With Disabilities	7%	10%	10%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19%	21%	28%
	Economically Disadvantaged	19%	20%	25%
	Students With Disabilities	7%	20%	18%
	English Language Learners	20%	20%	20%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	37%	24%	87%
	Economically Disadvantaged	27%	27%	80%
	Students With Disabilities	17%	50%	60%
	English Language Learners	0%	20%	40%

Grade 6					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		24%	37%	47%
	Economically Disadvantaged		22%	37%	46%
	Students With Disabilities		7%	17%	20%
	English Language Learners		0%	0%	0%
			Number/% Proficiency	Fall	Winter
Mathematics	All Students		26%	37%	49%
	Economically Disadvantaged		21%	35%	49%
	Students With Disabilities		4%	13%	35%
	English Language Learners		0%	0%	100%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	22	39	47	22	47	54	18				
ELL	26	29		39	29						
BLK	18	30	33	19	41	41					
HSP	34	53		44	42						
MUL	50			38							
WHT	42	42		41	35	40	30				
FRL	32	39	30	32	37	38	12				
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						

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	276
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	36
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	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	26
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	44
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	44
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	38
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

General trend data across all groups show limited proficiency levels with stagnant growth, prior to a 13 percentage point decline in the 2020-2021 school year in both ELA and Math. Learning gains in both ELA and Math were above 50% prior to 2021; however, they dropped 12 percentage points in ELA and 22 percentage points in math. Learning gains in the lowest 25 percent also showed a sharp decline in 2021; declining 9 percentage points in ELA and 8 percentage points in math.

The most significant areas of limited growth are observed in both Black and Students with Disabilities subgroups. These groups demonstrate both low proficiency rates and learning gains in ELA with 23 percent of Black students proficient, 27 percent of Students with Disabilities proficient and 35 and 36 percent, respectively, demonstrating learning gains. Black subgroups are also identified as an area of needing improvement in math with proficiency rates of 35 percent in 2019, however they did show learning gains of 40 percent.

Overall trend data points to a need in ensuring high quality, on grade level instruction, coupled with prescriptive and timely intervention for all students with an emphasis on lagging subgroups and students in the lowest quartile.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Overall proficiency rates and learning gains show a sharp decline in the 2020-2021 school year. A sweeping decline in all seven school grade categories highlights a need to ensure all students are provided with high quality, grade level instruction in both ELA and Math, coupled with targeted and prescriptive interventions to close the learning gap.

The most significant areas of limited growth are observed in both Black and Students with Disabilities subgroups. These groups demonstrate both low proficiency rates and learning gains in ELA with 23 percent of Black students proficient, 27 percent of Students with Disabilities proficient and 35 and 36 percent, respectively, demonstrating learning gains. Black subgroups are also identified as an area of needing improvement in math with proficiency rates of 35 percent in 2019, however, they did show learning gains of 40 percent.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors leading to the need for improvement include instruction and student aligned tasks that are not consistently at or above grade level expectations, interventions that do not effectively close the gap for lower performing students and limited student engagement with proper formative assessments to check for student learning. A final factor would be the discipline data which indicates that Black 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.

In order to address the current area of need, students will need to be provided high quality, standards aligned and on grade level instruction in ELA, MATH and Science. Effective intervention strategies with quality resources and timely progress monitoring will be implemented to assist students with closing the learning gap.

In order to respond to behavioral 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. Social Emotional Learning support, through conscious discipline and CHAMPS, will strengthen the learning environment and limit the number of out of classroom experiences by students demonstrating behavior challenges.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

FSA gains in 2021 were noted in ELA proficiency rates in third grade which increased by 2 percent from 37 to 39 percent and a 1 percentage point decline in level 1 students in sixth grade math.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors that led to the noted gains include quality grade level instruction, implementation of iReady usage with fidelity, targeted interventions for students and an overall higher level of student engagement and on task behaviors.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning, a focus on grade level instruction with high student engagement and prescriptive and timely interventions derived from consistent collaborative planning, will need to form the foundation of practice at Palm Bay Elementary. Social Emotional Learning support, through conscious discipline and CHAMPS will strengthen the learning environment and limit the number of out of classroom experiences by students demonstrating behavior challenges.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

In order to equip teacher with the tools necessary to drive instructional change and increase student achievement data, a multifaceted approach of professional development will need to be employed. ELA Professional Development will be provide to teachers to ensure an effective unpacking, lesson planning and implementation of standards aligned, grade level instruction during the 90 minute reading block. Math Professional development will be provided to increase the number of occurrences of small group instruction and intervention provide for students in math. Both professional development will be supported by consistent grade level collaborative planning sessions with instructional coaches.

To address the number of out of classroom occurrences due to behavior infractions, professional development will be provide to teachers with specific training in CHAMPS, Conscious Discipline, Trauma Awareness and Cultural Sensitivity.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The aim of professional development trainings and collaborative planning sessions with instructional coaches will be to build teacher capacity to identify standards aligned grade level instruction and student tasks. This will provide for a higher quality educational opportunities for students and continued positive impact on student achievement.

Social Emotional training for students and teachers, with a school wide adoption of CHAMPS and Conscious Discipline will better equip students and teachers to handle situations born from stress, trauma or cultural responsiveness, minimizing the occurrence of out of classroom events.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

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

In order to increase the proficiency levels in ELA, 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 utilizing the Overview documents provided by the district in conjunction with the Benchmark Advance and Savvas My Perspectives curriculums. 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.

Measurable Outcome:

ELA proficiency will increase, as measured by FSA from 34% to 45%.

Monitoring:

The following will be utilized to monitor ongoing progress:
 Classroom walk through data, specifically related to implementation of Benchmark Advance curriculum, lesson pacing, and small group instruction
 Student achievement data, including iReady diagnostic data, iReady Standards Mastery in grades 2-6, and Benchmark Assessment System (BAS) Reading levels,

Person responsible for monitoring outcome:

Michael Mahl (mahl.mike@brevardschools.org)

Evidence-based Strategy:

Use of the coaching cycle for collaborative planning, modeling, follow-up, and monitoring through instructional chats and observational data. 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. Through consistent collaborative teachers will better ensure on pace instruction with effective time stamping. This will also provide equitable, on grade level instruction for all students. Based on TNTP research and "The Opportunity Myth, " substantially deficient students receiving "better than average" assignments, closed the learning gap with their peers by more than 7 months. The continuous feedback from observational data will also guide teachers to refine their practices within the coaching cycles.

Rationale for Evidence-based Strategy:

2021 schoolwide FSA data showed a decline in overall student ELA proficiency and a correlated decline in ELA learning gains for students in the lowest 25% and Black and SWD subgroups. This speaks to an overall lack of quality grade level instruction and opportunities for students to be exposed to grade level assignments. Providing quality grade level instruction consistently throughout the 90 minute reading block will ensure all students have equitable exposure and opportunities, but only if lesson planning done prior to instruction is shared across the grade level and meets the grade level demands.

Action Steps to Implement

Teachers will collaborate with coaches and administration to prepare for ELA instruction. ESE teachers will be included in these sessions. Additional materials needed to support ELA instructions will be funded using Title I (T) funds.

Person Responsible

Michael Mahl (mahl.mike@brevardschools.org)

Regular instructional walk throughs by administration and coaches to collect data. Share data collected during walk throughs with teachers during monthly data chats. Teachers will reflect on their personal data and work with a coach or administrator to develop an action plan.

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

Professional Development

Teachers will receive professional development related to understanding and implementation of new ELA curriculum with a focus on grade level instruction and pacing. Teachers will also be provided professional development to support with the identification of students in need of specific interventions and the selection and implementation of intervention strategies.

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

Monthly individual data chats with teachers discussing student achievement data (iReady diagnostic, iReady Standards Mastery, Benchmark/Savvas Unit Assessments, BAS)

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

Evidence of process and progress will be uploaded into our Title I Tools program, paid for with Title I funds (T), will be used for tracking and analysis.

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

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Math instruction will be designed to create a more engaging learning environment that will allow for greater student discourse, facilitates students doing the "heavy lifting" of the lesson and provides a more targeted approach to instruction to meet the individual needs of the students. Math instruction will incorporate small group instruction to support student engagement and facilitate student learning around their instructional need. 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. Collaborative structures within the math block will be utilized to increase student engagement, facilitate student discourse and immerse students in the "work" of learning. An additional block of learning time will be added to the math block designated for targeted enrichment and/or intervention support for all students. School wide math data has shown a significant decline across all grade levels in the 2021, including an overall 13 percentage point drop proficiency levels and stagnant growth in the years prior.

Measurable Outcome:

FSA - increase in Learning Gains & Proficiency by 10% or more

Monitoring:

Classroom walk through data with an emphasis on students engaged/on task, collaborative structures, and student discourse
 Monitor iReady diagnostic data three times per year
 Eureka math mid and end of modules - increase in grade level averages from last year

Person responsible for monitoring outcome:

Michael Mahl (mahl.mike@brevardschools.org)

Evidence-based Strategy:

Collaborative groupings
 Math PD/Data chats
 edreports shows alignment/rigor of Eureka
 Walk throughs with follow up

Rationale for Evidence-based Strategy:

According to Hattie's research, student discourse has an effect size of .82. Teachers will plan to incorporate student discourse throughout their daily math lessons.

Action Steps to Implement

Walk through tool - all components of lesson in daily lesson pacing; student engagement

Person Responsible

Michael Mahl (mahl.mike@brevardschools.org)

Teachers will collaborate with Coaches (T) and Administrators to plan engaging math lessons. Additional instructional materials will be funded using Title I funds (T).

Person Responsible

Michael Mahl (mahl.mike@brevardschools.org)

Teachers will work with coaches and administration to disaggregate data, to pull small groups for intervention before the core the math block.

Person Responsible

Michael Mahl (mahl.mike@brevardschools.org)

Professional Development in Student Engagement Strategies including both Kagan and AVID strategies (T) to be used in the classroom. The AVID site license and implementation materials will be paid for using Title I funds (T).

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

Evidence of process and progress will be uploaded into our Title I Tools program, paid for with Title I funds, will be used for tracking and analysis.

Person Responsible Michelle Hume (hume.michelle@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 Black and Students with Disabilities population. This indicates a need for Tier II and Tier III instruction in addition to improvements in instructional practices. Students who are struggling with strong Tier I instruction 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 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 Black 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.

Monitoring:

To monitor this focus area, the Leadership Team will meet weekly to analyze multiple data points related to student achievement. The leadership team will analyze classroom walk through data, iReady diagnostic and Standards Mastery, and classroom assessment data from both Benchmark (ELA) and Eureka (Math). During these conversations, we will regularly discuss the progress of students who have data that indicates they are not responding to Tier I instruction. These students will be discussed with teachers regularly during ELA and Math planning meetings as well as during teacher data chats and MTSS meetings.

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 in a timely manner. Students are identified through assessment and observational data, and a team of stakeholders then determines a 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

Identify areas of concern for schoolwide Data Systems and their effect on MTSS as well as barriers in the MTSS process through a collaborative cohort of stakeholders.

Person Responsible

Brianna Wright (wright.brianna@brevardschools.org)

Modify the universal Data System for tracking student performance to align better with identifying and tracking students who are in need of intervention.

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

Identify students who may be in need of intervention during the summer to create academic and behavioral interventions for teachers to be able to implement in the first few days of school.

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

Provide 40 minutes daily of intensive reading schoolwide utilizing materials funded by Title I (T) (Heggerty, LLI materials, Scholastic Guided Reading library, and Ready ELA blocks).

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

Support identified students through Intensive reading and tracking their progress. Provide Tier II instruction with progress monitoring bi-weekly, or Tier III interventions with weekly progress monitoring. Reading Intervention teachers, funded by Title I (T), will work with each grade level in supporting students and teachers.

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

Frequently review student data with an emphasis on disaggregating sub group data. The leadership team will meet weekly to discuss data including but not limited to iReady diagnostics & Standards Mastery, Benchmark Unit Assessments, Intensive Reading & Tier III intervention progress monitoring, and Eureka Math Mid & End of Module Assessments. The leadership team will discuss data with teachers bi-weekly, and provide coaching for equity during grade level data chats and MTSS meetings.

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

For students whose academic progress is impacted by consistent attendance concerns, the school counselor and social worker will reach out to families to identify and solve any barriers impacting attendance.

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

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

Area of Focus Description and Rationale: 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:

- 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 Black students and Students With Disabilities.

Monitoring: The leadership team will meet weekly to discuss student discipline data as well as classroom walkthrough data with an emphasis on the implementation of social emotional learning in the morning meeting, the use of LEAD Loot and CHAMPS expectations. During these conversations, the leadership team will utilize data to determine which teachers are consistently utilizing LEAD Loot to reinforce PBIS and CHAMPS expectations and which teachers need more coaching and support with implementation. Monthly data meetings with teachers will be an opportunity for administration and coaches to work individually with teachers to review their data and create a plan of action. Monthly PBIS meetings with the entire faculty will be an opportunity to review school wide trends and to provide professional development around PBIS, Conscious Discipline, CHAMPS, and Restorative Circles.

Person responsible for monitoring outcome: Lauren Hollis (hollis.lauren@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

School Counselor and Social Worker will support school wide implementation of social-emotional and mental health education programs. They will also identify students in need of Tier II and III supports with social emotional learning and mental health and provide services to support those students.

Person Responsible Elizabeth Mounce (mounce.elizabeth@brevardschools.org)

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 Lauren Hollis (hollis.lauren@brevardschools.org)

Staff will have a refresher and overview of schoolwide PBIS and CHAMPS expectations during pre-planning. Ongoing professional development will occur monthly and will be developed based on the needs of the school.

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

The leadership team will walk through classrooms daily and collect data on the implementation and effectiveness of PBIS and CHAMPS structures. This observational data will be discussed by the leadership team weekly to identify and highlight areas of strength as well as identify areas of need and develop teacher coaching plans as necessary. Observational data will be shared with teachers monthly during data chats.

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

Each homeroom teacher will facilitate daily morning meetings to build class community and teach social emotional lessons. The school counselor and social worker will provide resources to teachers. The leadership team will participate in morning meetings regularly.

Person Responsible Elizabeth Mounce (mounce.elizabeth@brevardschools.org)

Students will have the opportunity to spend their LEAD Loot (token economy) at the PBIS store each month. Teachers are also strongly encouraged to integrate a class LEAD Loot store into their classroom PBIS plan in which students can purchase tangible and intangible items.

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

The leadership team will review discipline and attendance data monthly. This data will be compared to classroom walk through data to identify areas of strength and need.

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

#5. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale: This area will focus on Parent and Community Involvement taking into account guidelines under the district COVID Mitigation Strategies. 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.

Monitoring: Attendance at events and event surveys will be used to monitor the success of our events.

Person responsible for monitoring outcome: Brianna Wright (wright.brianna@brevardschools.org)

Evidence-based Strategy: Academic Parent Teacher Teams (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-school communication and collaboration. Based on feedback from families, the information and resources shared during APTT meetings will continue, however students will take more ownership of their academic data and will be responsible for sharing their data with their families during APTT meetings in a student-led format.

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 by empowering families through data and actionable at-home practice, we can increase student proficiency quicker.

Action Steps to Implement

Review community participation data from last year in a collaborative forum and discuss the areas of strength and improvement suggested by the data. Based on these conversations and the districts' COVID Mitigation Strategies, plan community and family engagement events.

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

Conduct teacher planning sessions to set goals for APTT nights. During this planning, make adaptations to the APTT forum based on the data collected from participant surveys from last year.

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

Collect student data and create activities to share with families. Materials and printing will be funded by the Title I budget (T).

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

Advertise using multiple methods to invite families and community members to participate in our events.

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

Conduct APTT meetings with families and student led-conferences with parent feedback and follow up.

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

Integrate Title I Family Engagement activities at school or at partnership locations, including an AVID family night, literacy event, math event, and Kindergarten Orientation, funded through the Title I budget (T).

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

Continue fostering business partnerships to support school efforts, family and community engagement.

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

Teachers will conduct student data chats with their students regularly. During these chats, teachers and students will discuss students' achievement data from sources included but not limited to iReady, BAS, Benchmark Assessments, and Eureka Math assessments. Each student will have at least one opportunity during each grading period to meet with the teacher for student data chats.

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

Evidence of process and progress will be uploaded into our Title I Tools program, paid for with Title I funds, will be used for tracking and analysis.

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

#6. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: 5th grade science scores declined 24 percentage points from the 2019 Statewide Science Assessment to the 2021 Statewide Science Assessment.

Measurable Outcome: Statewide Science Assessment scores will increase by 20 points, from 21% to 41%.

Monitoring: Students in grade 3 and 4 will be monitored using the Penda assessments. Fifth grade students will be using district science assessments to monitor their progress.

Person responsible for monitoring outcome: Michael Mahl (mahl.mike@brevardschools.org)

Evidence-based Strategy: Hands on activities will increase student engagement which has a effect size of .82

Rationale for Evidence-based Strategy: Students need to be immersed in the hands on learning of science. This will allow for theory to move to application. Real word experiments will further enhance the students learning allowing for greater understanding and mastery of the standard. Students will be provided an additional, weekly, science block to provide opportunities to explore their learning in hands on, project based lessons.

Action Steps to Implement

Title I funds will be used to fund a science lab teacher (T). The schedule for grades 3, 4, 5 have been created so the classes will have an extended science period one to two times each week for hands on activities in the lab. Additional hands on experience will be funded by Title I (T) to allow 4th grade to participate in the Lagoon Trip with Brevard Zoo.

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

Title I funds will be used to pay teachers to participate in the Super Science Saturdays throughout the year (T). The teachers will work with other science teachers and students on Saturdays and then implement the lesson in their classrooms for students who could not attend Saturday.

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

Evidence of process and progress will be uploaded into our Title I Tools program, paid for with Title I funds (T), will be used for tracking and analysis.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on Palm Bay Elementary's discipline data gathered from SafeSchoolsforAlex.org, the primary area of concern for the school is to decrease the overall number of suspensions, which has been ranked as 'Very High'. A secondary area of concern is the number of violent incidents occurring on campus. These two areas will be monitored during weekly leadership team meetings via data collected through classroom walk throughs and referral data. This data will also be shared during monthly teacher data meetings, as well as monthly PBIS meetings. By regularly monitoring this data within the leadership team, we can identify trends in individual classrooms, areas of the school, or times of day and then work to implement strategies to decrease behavioral incidents. The regular opportunity to discuss this data with individual teachers during monthly teacher data chats provides an opportunity to help teachers identify areas of strength and areas to improve in their own classrooms and to develop action plans with the support of an administrator or coach. During the monthly PBIS meetings, the entire faculty will have opportunities to discuss the data and solutions to the problems our data indicates in a forum that encourages teachers to take ownership of those solutions.

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.

Palm Bay Elementary plans to continue building positive relationships with parents and families through hosting various family nights such as, Open House and Academic Parent Teacher Team (APTT) Meetings/ Student-Led Conferences. 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 for their child to share their own achievement 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 Comprehensive Needs Assessment 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 worked together to reflect on the strategies that were implemented in previous years and to improve upon those strategies. Both faculty and administration were represented in this process and have taken joint ownership over implementing the strategies developed together.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Faculty and staff members believe in our school's vision and mission as well as their commitment to the implementation of strategies outlined in this School Improvement Plan with fidelity will drive change within our school and will build a positive culture and environment within the school. Families and community members promote a positive culture and environment at Palm Bay Elementary through actively participate in our students' education by regularly communicating with teachers and actively participating in our school's family and community engagement events. The partnership between faculty, staff, families and community members is at the heart of Palm Bay Elementary's school culture.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$125,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	130-Other Certified Instructional Personnel	2081 - Palm Bay Elementary School	Title, I Part A		\$117,620.00
<i>Notes: Two intervention teachers and half of a literacy coach</i>						
	5000		2081 - Palm Bay Elementary School	Title, I Part A		\$7,630.00
<i>Notes: Materials to support classroom instruction</i>						
2	III.A.	Areas of Focus: Instructional Practice: Math				\$70,558.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	130-Other Certified Instructional Personnel	2081 - Palm Bay Elementary School	Title, I Part A		\$61,428.00
<i>Notes: Math Coach to support math instruction</i>						
	5000		2081 - Palm Bay Elementary School	Title, I Part A		\$7,630.00
<i>Notes: Materials to support math instruction</i>						
	6400		2081 - Palm Bay Elementary School	Title, I Part A		\$1,500.00
<i>Notes: Kagan student engagement strategies.</i>						
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$0.00
5	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$5,694.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

	6150		2081 - Palm Bay Elementary School	Title, I Part A		\$5,694.00
			<i>Notes: Take home materials for families to support learning at home.</i>			
6	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
					Total:	\$201,502.00