
Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Positive Culture & Environment	0
Budget to Support Goals	0

Palm Bay Magnet Senior High School

101 PIRATE LN, Melbourne, FL 32901

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

Demographics

Principal: Karl Kaminski J

Start Date for this Principal: 7/12/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	99%
2021-22 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	2021-22: C (46%) 2018-19: C (48%) 2017-18: C (46%)
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	ATSI

* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
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Budget to Support Goals	0

Palm Bay Magnet Senior High School

101 PIRATE LN, Melbourne, FL 32901

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>99%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>62%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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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 Magnet High stakeholders provide a caring, supportive environment where students and faculty can collaborate on strong academics and life based education leading our students toward being confident and competent community members.

Provide the school's vision statement.

Palm Bay Magnet High School will provide high quality, innovative instructional programs that promote choice, equity, diversity, and academic excellence for all students. We are committed to offering high interest S.T.E.A.M. related programs that excite and prepare our students for the rigors of college and career.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Kaminski, Jud	Principal	Principal Kaminski serves as the leader of PBMHS as he engages all stakeholders and collaborates in the school's decision making process.
Owens, Angela	Assistant Principal	Ms. Owens serves as the instructional leader of PBMHS, engages stakeholders collaborates in the school's decision making process.
Fahy, Paul	Assistant Principal	Mr. Fahy serves an instructional leader of PBMHS, engages stakeholders and collaborates in the school's decision making process.
Flewellyn, Marise	Dean	Ms. Flewellyn serves as an instructional leader at PBMHS, engages stakeholders and collaborates in the school's decision making process. In addition, she is Dean of Student Services and works diligently to implement Positive Behavior Intervention Strategies.
Newman, Michael	Dean	Mr. Newman serves as an instructional leader at PBMHS, engages stakeholders and collaborates in the school's decision making process. In addition, he is Dean of Student Services and works diligently to implement Positive Behavior Intervention Strategies.
Colona, Stefany	School Counselor	Ms. Colona is director of guidance and ensures our students meet the graduation requirements so they will achieve success in college and career.
Storer, Jennifer	Instructional Coach	Ms. Storer is an instructional leader who facilitates professional learning that is in the School Improvement Plan. In addition, she monitors and collaborates with the science and math departments as well, as collaborates in the school's decision making process.
Muse, Ellen	Magnet Coordinator	Ms. Muse serves as an instructional leader at PBMHS, engages stakeholders and collaborates in the school's decision making process. In addition, she is the Magnet and Partner's in Education Coordinator and collaborates in the school's decision making process.
Hughes, Jennifer	Dean	Ms. Hughes serves as the SAC Co-Chair and is an instructional leader at PBMHS, engages stakeholders and collaborates in the school's decision making process. In addition, she is the Teacher on Assignment in the Dean's office and works diligently to implement Positive Behavior Intervention Strategies.
Willand, Sydney	Teacher, K-12	Ms. Willand acts as our school AVID coordinator and serves as a co-chair for our School Advisory Council. She helps implement PBIS strategies and acts as an academic coach for our students.

Name	Position Title	Job Duties and Responsibilities
Braun, Savi	Reading Coach	Ms. Braun is an instructional leader who facilitates professional development sessions for our faculty focusing on the School Improvement Plan Goals in order to impact student achievement, collaborates in the school's decision making process. Also, she monitors the Intensive Reading classes and promotes literacy across the curriculum.

Demographic Information

Principal start date

Tuesday 7/12/2022, Karl Kaminski J

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

16

Total number of teacher positions allocated to the school

92

Total number of students enrolled at the school

1,491

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

13

Identify the number of instructional staff who joined the school during the 2022-23 school year.

14

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	0	0	0	0	0	0	0	0	2	475	415	343	233	1468
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	137	128	98	52	415
One or more suspensions	0	0	0	0	0	0	0	0	0	141	107	66	34	348
Course failure in ELA	0	0	0	0	0	0	0	0	0	67	119	47	14	247
Course failure in Math	0	0	0	0	0	0	0	0	0	84	68	68	41	261
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	130	128	56	36	350
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	146	118	53	34	351
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	2	107	148	108	61	426
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	149	171	111	52	483

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	69	90	67	8	234
Students retained two or more times	90	67	8	0	0	0	0	0	0	78	73	44	22	382

Date this data was collected or last updated

Tuesday 9/6/2022

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	0	0	0	0	0	0	0	0	0	363	366	340	196	1265
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	103	84	91	35	313
One or more suspensions	0	0	0	0	0	0	0	0	0	69	69	50	15	203
Course failure in ELA	0	0	0	0	0	0	0	0	0	46	40	44	8	138
Course failure in Math	0	0	0	0	0	0	0	0	0	58	48	72	21	199
Level 1 on 2019 statewide FSA ELA assessment	0	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	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LEVEL 1 on 2021 FSA ELA	0	0	0	0	0	0	0	0	0	120	106	77	27	330
LEVEL 1 ON 2021 FSA MATH	0	0	0	0	0	0	0	0	0	108	135	81	24	348

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	107	94	74	20	295

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	0	0	0	0	0	0	0	0	0	37	67	41	15	160
Students retained two or more times	0	0	0	0	0	0	0	0	0	38	37	35	18	128

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	0	0	0	0	0	0	0	0	0	363	366	340	196	1265
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	103	84	91	35	313
One or more suspensions	0	0	0	0	0	0	0	0	0	69	69	50	15	203
Course failure in ELA	0	0	0	0	0	0	0	0	0	46	40	44	8	138
Course failure in Math	0	0	0	0	0	0	0	0	0	58	48	72	21	199
Level 1 on 2019 statewide FSA ELA assessment	0	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	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LEVEL 1 on 2021 FSA ELA	0	0	0	0	0	0	0	0	0	120	106	77	27	330
LEVEL 1 ON 2021 FSA MATH	0	0	0	0	0	0	0	0	0	108	135	81	24	348

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	107	94	74	20	295

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	0	0	0	0	0	0	0	0	0	37	67	41	15	160
Students retained two or more times	0	0	0	0	0	0	0	0	0	38	37	35	18	128

Part II: Needs Assessment/Analysis

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

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

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	43%	66%	-23%	67%	-24%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	58%	71%	-13%	70%	-12%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	16%	61%	-45%	61%	-45%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	37%	60%	-23%	57%	-20%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	17	36	24	19	46	44	21	25		77	14
ELL	9	36	29	13	38	55	33	33		95	42
BLK	25	41	29	17	41	45	34	37		89	25
HSP	37	55	30	15	37	65	51	49		90	52
MUL	43	46		46	57		44	37		100	58
WHT	42	41	34	34	43	43	57	69		86	61
FRL	30	42	29	21	42	54	43	46		86	42

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	13	26	20	16	29	36	15	27		77	14
ELL	13	32	29	22	21		24			89	33
BLK	18	34	29	15	27	34	17	25		88	33
HSP	38	44	35	24	19	29	43	43		89	28
MUL	31	34	20	29	29		36	53		90	53
WHT	50	44	19	32	30	40	56	56		83	48
FRL	33	39	29	23	27	35	37	40		83	36

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	12	32	33	9	28	31	24	23		71	20
ELL	22	43	38	20	48	60	28	22		58	43
ASN				55							
BLK	24	43	41	17	32	28	32	45		79	42
HSP	46	45	27	30	49	48	45	58		82	51
MUL	50	64	58	40	43		58	65		81	50
WHT	52	50	47	35	44	63	52	71		83	54
FRL	37	44	38	26	40	38	39	53		80	45

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	520
Total Components for the Federal Index	11
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	38
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	49
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	54
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	51
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	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

ELA learning gains increased from 40% to 44%. Also, ELA learning gains for 2021-2022 of the lowest 25% increased from 27% to 30%. Math learning gains increased from 27% to 42%. Math learning gains of the lowest 25% increased from 35% to 51%. In both, Social Studies and Science, we saw percentage of 3 or higher increase in both areas. Biology increased 6% points, from a 40% to 46% and US History increased 9% points, from 43% to 52%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Overall, our math proficiency level is the lowest across the board sitting at 25% proficiency for the second school year in a row.

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

Factors that contributed to the decline include a lack of differentiated instruction due to a loss of planning time to help cover for teacher's when we did not have substitutes on campus. Common planning time for our Algebra 1, Geometry, US History, and English teachers was prioritized when creating the master schedule for the 22-23 school year. Teachers will also have opportunities to plan curriculum in the fall and spring, with 2 additional planning days for those teaching end of year state assessments.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math learning gains increased from 27% to 42%. Math learning gains of the lowest 25% increased from 35% to 51%.

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

Our Algebra and Geometry teachers had the opportunity to look at data and lesson plan for the fall and spring semester with two additional planning days. During these planning days, the team of teachers and instructional coach examined data from students and collaboratively planned for instruction. Due to the increase of the learning gains we will continue this practice in the 22-23 school year.

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

WICOR strategies were included in pre-planning professional development at the start of the school year. WICOR strategies can also be considered best teaching practices and include writing, inquiry, collaboration, organization, and reading. AVID is offering tutoring 3 days per week for students who need assistance with MESH classes. ELA, Math and IR teachers were given professional development during the summer, pre-pre planning, pre-planning to effectively navigating instructional curriculum for English and new math curriculum.

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.

AVID strategies are infused to our mandatory professional development since we strive to be a demonstration school. In addition, WICOR strategies will continue to be an initiative at our school and will continue to be a focus in our professional developments.

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

Classroom walkthroughs will take place weekly by the school leadership team and instructional coaches to provide feedback for teachers. In addition, district resource teachers will walk through classrooms to look for trends to improve instruction and provide feedback.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Rationale: Overall test scores for English remained the same for the 2021-2022 and 2020-2012 school year at 36% scoring level 3 or above. This is a decrease from the 2018-2019 school year as we had 42% scoring level 3 or above. Our overall math proficiency remained the same for the 2021-2022 and 2020-2012 school year at 25% scoring level 3 or above. This is a decrease from the 2018-2019 school year as we had 28% scoring level 3 or above.

Measurable

Outcome:

State the specific measurable

outcome the school plans to achieve.

This should be a

data based,

objective outcome.

- Increase our school grade by at least 10 points.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

To combat absenteeism, our school has employed a parent liaison to target chronic absenteeism by offering support to families with getting their students to school contribute and transparency with school-home communication. With regard to MESH student achievement, there is a defined master schedule for 10 walk-through team members that is consistently monitored. A feedback worksheet is provided to monitor instruction and copies are kept by both parties. Admins, school coaches, and district resource teachers held meetings and determined what to look for to ensure quality instruction aligned with district and state standards. Teachers are evaluated for effectiveness and assigned into tiers. Classroom walkthrough frequency changes based on the tier the teacher falls into. The administrative team then meets weekly and feedback is provided to teachers via the instrument after the observation. Consistent feedback with our teachers will contribute to our goal of increased achievement.

Person responsible for monitoring outcome:

Angela Owens (owens.angela@brevardschools.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Classroom walk through observation document, Collaborative and Mutual Accountability meetings, common planning time, school (Algebra, Geometry, English 1, English II, Biology, US History) planning days, specific Professional Development created based on teacher surveys and discussion with support from district resource teachers.

Rationale for Evidence-based

Researchers including Brown and Coley (2011) and Stephens (2011) called classroom

Strategy:

Explain the rationale for selecting this specific strategy.

walkthroughs a transformative tool with the power to provide meaningful data to holistically

Describe the resources/criteria used for selecting this strategy.

support leaders, teachers, and student achievement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Administration will form teams including instructional coaches to support classroom walk throughs and create a schedule.
2. Parent liaison to target absenteeism and encourage attendance through PBIS initiatives.
3. Weekly walkthroughs best practices to identify areas of strength are ongoing and teachers are being coached with purpose.
4. Teachers will be evaluated with a multi-tier rubric to determine level of support.
5. Teachers will collaborate with district resource teachers and instructional coaches during department meetings.
6. District resource teachers will complete walk throughs using observable criteria with feedback focusing on improving standards based instruction.
7. CMA's are required to have documentation items turned into administration & feedback will be provided. All teams will be discussing their lowest 25% students. (21/22 ELA data)
8. Classroom walkthrough trends will be identified to plan next steps for PD.
9. IA's are strategically assigned to maximize the support for students with disabilities (SWD)

Person Responsible Jud Kaminski (kaminski.jud@brevardschools.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Description: Increase Algebra 1 and 9th/10th grade English Language Arts Performance

Include a rationale that explains how it was identified as a critical need from the data reviewed. Rationale: 25% of our students scored level 3 or above in 2021-2022 compared to 28% in 2019-2020.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. PBMHS 9th graders will improve ELA state assessment scores by at least 15% and Algebra 1 EOC scores by at least 13%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome. Classroom walk throughs will include feedback by using defined criteria specific to identify quality instruction / needs with copies kept by both parties. Instructional coaches will provide feedback and address any instructional needs with teachers. In addition, Collaborative and Mutual Accountability groups will be required to submit agendas and their lowest 25% students and/or notes to admins for feedback. MAP, FAST, Read 180 and System 44 data will be utilized to assess student outcomes prior to end of the year assessments.

Person responsible for monitoring outcome: Angela Owens (owens.angela@brevardschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus. WICOR Strategies (Writing, Inquiry, Collaboration, Organization, and Reading), Collaborative and Mutual Accountability meetings, and Planning Time.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. The BERC Study (AVID Schoolwide Impact) found that students can learn skills, behaviors, and techniques for academic success, especially when teachers have been trained and coached in effective instructional strategies to build a college-going culture.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. CMA groups were selected based on subject level and meetings will focus on student performance and will include submission to administration with feedback.
2. Algebra 1, Geometry, Biology, US History and ELA teachers were provided common planning.
3. Teachers and Instructional Coaches will progress monitor with MAP, FAST, READ 180 to analyze data and inform instruction based on student needs.
5. Teachers were trained in engaging instructional strategies (WICOR) during pre-planning.
6. Classroom walk throughs will occur to look for trends to improve instruction and provide feedback.
7. SWD in all Learning Strategies classes are receiving Algebra 1 review problems for daily bell work as well additional support for our low performing ELA students.

Person Responsible Jud Kaminski (kaminski.jud@brevardschools.org)

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Person Responsible

Jud Kaminski (kaminski.jud@brevardschools.org)

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6. Classroom walk throughs will occur to look for trends to improve instruction and provide feedback.
7. SWD in all Learning Strategies classes are receiving Algebra 1 review problems for daily bell work as well additional support for our low performing ELA students.

Person Responsible

Jud Kaminski (kaminski.jud@brevardschools.org)

#3. Instructional Practice specifically relating to Standards-aligned Instruction

<p>Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>Description: Continue with increases in both Biology / U.S History Performance</p> <p>Rationale: 46% of our students passed the Biology EOC in 2021-2022 compared to 40% in 2019-2020. In addition, U.S History showed the the largest improvement, as 52% of our students passed the EOC in 2021-2022 compared to 43% in 2019-2020. In 2018-2019, our students were at 60% of scoring level 3 the US History EOC so we are wanting to get back to at least 60%.</p>
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<p>Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p>	<p>PBMHS will improve Biology EOC scores by at least 5% and U.S History EOC scores by at least 9%.</p>
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<p>Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>Our school currently hosts a "Bio Skills Day" to help maximize student achievement in this area. Teachers with same curriculums collaborate in CMA groups to evaluate strategies for implementation. In CMA groups, teachers will assess areas of weakness within their department and create instruction based on student performance. These teachers will evaluate a common assessment, and will re-teach components based on student performance in class and on formative/summative assessments. These teachers will also be able to plan together in the fall and spring, with two additional planning days. Teachers will utilize WICOR strategies to engage all students.</p>
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<p>Person responsible for monitoring outcome:</p>	<p>Angela Owens (owens.angela@brevardschools.org)</p>
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<p>Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.</p>	<p>WICOR Strategies (Writing, Inquiry, Collaboration, Organization, and Reading)</p>
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<p>Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.</p>	<p>According to Fox (2003) and Christianakis (2010), "Without collaboration, academic researchers run the risk of developing ideas only through their data, while practitioners risk developing ideas only through interactions with students". Teacher collaboration ensures that shared teacher mastery is represented and that knowledge production is not unidirectional. This article also shares research that states how teacher collaboration also helps, "Build reciprocal alliances amongst teachers as well as between teachers and academics. Alliance building helps create communities of educators who</p>
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have common instructional goals and agendas."

Christianakis, Mary (2010). Collaborative Research and Teacher Education. Issues in Teacher Education: 19(2).

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Facilitate WICOR PD refresher for faculty during pre-planning.
2. Teachers and instructional coaches will plan lessons in CMA's incorporating WICOR strategies, analyzing data, and planning next steps.
3. Enrichment / Skills Days for Biology and U.S History will incorporate WICOR strategies regularly throughout the year to provide practice / review / test preparation (supported by resource teachers).
4. Skills Days will involve all students including students with disabilities and EOC questions will be reviewed as their common assessment.
5. Classroom walk-throughs targeting CBC (Common Board Configuration) and evidence of WICOR / FNT strategies will occur bi-weekly with feedback.
6. Schoolwide graduation requirements specific posters will be provided and

Person Responsible

Jud Kaminski (kaminski.jud@brevardschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Palm Bay Magnet High School has some challenges that we constantly battle regarding building positive school culture, however we never let that deter us. Palm Bay Magnet High School makes culture a priority! Teachers receive professional development focused around relationship building and student support consistently. Our school is an older school, however, we go to great lengths to provide annual facelifts to promote culture. This summer alone, we had several buildings painted, inside and out, and took extensive effort to improve the physical grounds through mulching, planting, and stepping stone enhancements. In addition, several new wall décor was added, specifically banners affixed to the side of the auditorium viewable from the 9 courtyard, new stadium banners and painting, along with sponsorship, and new pole banners in the 9 courtyard. We added a new wall wrap to the front of the school, viewable from the parking lot. In addition, a new wall wrap was added inside the front office. Collegiality is a constant reminder as you travel across our campus. Our goal is to immerse the culture with college and career readiness, visible campuswide. The creation and implementation of two new programs, the Firefighting Academy as well as the 911 Dispatch program, have produced tremendous enrollment interest as well as provided additional positive societal advertising. In addition, social media is constantly prioritized, and our social media experts

do a great job ensuring that we constantly promote the many positive achievements that Palm Bay Magnet High School and its students/stakeholders achieve. Regarding our stakeholders, our annual parent survey highlighted communication as a positive school practice, and we continue to strive to improve our everyday communication, specifically attendance, grades, and school events, including drills. Our school based Youth Truth data showed consistency in our college and career readiness data, from a score of 3.13 in January 2021 to a 3.07 in January 2022. In addition, the typical Brevard school received a 27% summary percentage, while Palm Bay Magnet High School earned a 28% summary percentage. Palm Bay Magnet High School also showed a slight improvement, from 3.07 to 3.08 in Belonging and Peer Collaboration, as we continue to push opportunity to all students, both academically as well as extra-curricular. Regarding our Winter 2021 Insight Survey, Evaluation was our highest rated area, continuing to promote our efforts toward transparency and feedback regarding the evaluation system. Further support existed with a 96% approval rating by teachers when asked "I know the criteria that will be used to evaluate my performance as a teacher." Professional Development was our biggest success, improving from a score of 4.9 in winter 2020 to 5.2 in winter 2021, another credit toward our continued efforts to provide quality professional development opportunities to our teachers. Palm Bay Magnet High School is an outstanding learning institution that continues to grow and succeed annually.

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

The role of the Dean's Office in promoting a positive school culture includes following a PBIS Tier 1 and 2 structure for our students and specific subgroups of our students who have shown an improvement in attendance, behavior, or grades. Some examples of these initiatives include:

- Offers incentives (Pirate Bucks) based on teacher referrals
- Students use Pirate Bucks at PBIS store on Fridays
- Weekly announcements to remind students of expectations
- Teachers nominate improved students each quarter for entry into our "Croc Box" for a free pair of Crocs shoes.
- Teacher of the month is recognized at monthly faculty meeting.

Our faculty also help implement a variety of positive school culture initiatives including:

- Completing a student-made PBIS poster of positive behavioral expectations with students
- Utilizing the tiered reward system with incentives and privileges
- Standing at doorway during class changes to greet and meet students to set a positive tone