

Brevard Public Schools

# Palm Bay Elementary School



## 2022-23 Schoolwide Improvement Plan

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## Table of Contents

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

# Palm Bay Elementary School

1200 ALAMANDA RD NE, Palm Bay, FL 32905

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

## Demographics

**Principal: Mike Mahl**

Start Date for this Principal: 7/1/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-6
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: C (44%) 2018-19: C (48%) 2017-18: C (46%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## 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)	2021-22 Title I School	2021-22 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	61%

### School Grades History

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

### School Board Approval

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### SIP Authority

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### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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**

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
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. 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>
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. Collects data from walkthroughs and feedback from teachers to determine areas of success and support areas of development. 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. 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>
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. 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. Monitors the effective implementation of ELA curriculum by</p>



Name	Position Title	Job Duties and Responsibilities
		conducting data analysis meetings with grade level teachers and determining adjustments to practice as needed.
Hume, Michelle	Instructional Coach	Supports the successful implementation of a K-5 Eureka Math model by providing high quality professional development, leveraging resources and participating in coaching cycles. Serves as an instructional leader by sharing with teachers, high quality instructional practices and modeling lessons. Monitors the effective implementation of math curriculum by conducting data analysis meetings with grade level teachers and determining adjustments to practice as needed.
Reid, Karen	Teacher, K-12	Supports the successful implementation of student intervention program. Ensures proper interventions are implemented for at risk students and monitors progress for all students. Serves as an instructional leader by sharing with teachers high quality instructional practices.
Mounce, Elizabeth	School Counselor	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 life skills learning . Supports teachers in identification of academic and life skills challenges as well as in developing Tier II and III interventions for students struggling.

### Demographic Information

#### Principal start date

Saturday 7/1/2017, Mike Mahl

**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.*

1

**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.*

11

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

51

**Total number of students enrolled at the school**

577

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

14

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

12

### 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	78	79	71	53	70	74	0	0	0	0	0	0	425
Attendance below 90 percent	0	30	27	24	17	17	22	0	0	0	0	0	0	137
One or more suspensions	0	1	3	0	5	3	18	0	0	0	0	0	0	30
Course failure in ELA	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	16	25	29	0	0	0	0	0	0	70
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	15	29	47	0	0	0	0	0	0	91
Number of students with a substantial reading deficiency	0	9	20	14	7	22	18	0	0	0	0	0	0	90

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	1	1	1	17	23	42	0	0	0	0	0	0	85

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	9	3	7	0	0	1	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	1	1	1	3	0	0	0	0	0	0	6

Date this data was collected or last updated

Tuesday 7/12/2022

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	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

**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	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

## 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	33%	61%	56%				47%	62%	57%
ELA Learning Gains	55%						52%	60%	58%
ELA Lowest 25th Percentile	52%						43%	57%	53%
Math Achievement	40%	49%	50%				47%	63%	63%
Math Learning Gains	54%						59%	65%	62%
Math Lowest 25th Percentile	50%						42%	53%	51%
Science Achievement	21%	60%	59%				45%	57%	53%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	37%	64%	-27%	58%	-21%
Cohort Comparison		0%				
04	2022					
	2019	43%	61%	-18%	58%	-15%
Cohort Comparison		-37%				
05	2022					
	2019	42%	60%	-18%	56%	-14%
Cohort Comparison		-43%				
06	2022					
	2019	50%	60%	-10%	54%	-4%
Cohort Comparison		-42%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	48%	61%	-13%	62%	-14%
Cohort Comparison		0%				
04	2022					
	2019	42%	64%	-22%	64%	-22%
Cohort Comparison		-48%				
05	2022					
	2019	39%	60%	-21%	60%	-21%
Cohort Comparison		-42%				
06	2022					
	2019	48%	67%	-19%	55%	-7%
Cohort Comparison		-39%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	41%	56%	-15%	53%	-12%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-41%				

### 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	25	46	47	26	43	42	21				
ELL	26	53		26	67						
BLK	13	46	48	25	42	43	11				
HSP	33	43		28	61						
MUL	53	80		63	67						
WHT	42	59	47	50	55	53	30				
FRL	30	53	51	39	52	43	20				
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				

### 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	2
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	372
Total Components for the Federal Index	8
Percent Tested	99%
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%	0
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	33
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	41

Hispanic Students	
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	66
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	48
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	44
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?

Looking at subgroup data, it is evident learning gains are a strength for Palm Bay Elementary. However, proficiency remains low. Learning gains and proficiency scores for Black and Students with Disabilities populations continue to trail behind all other subgroups. Achievement data for all subgroups except SWD also declined. Sixth grade reading and math proficiency rates and learning gains continue to outperform all other grade levels.

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

Overall proficiency scores in ELA and Science continue to fall under 50%. Black students and Students with Disabilities demonstrate the greatest need for improvement in reading and math.



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

As proficiency rates continue to fall below 50% in all areas, further data analysis identifies a significant population of students that fall just shy of earning proficient scores in ELA and math. This reflects a need to accelerate learning for students who are working at or just below grade level through improved tier I core instruction. Last years' adoption of the new ELA curriculum posed a challenge for teachers with the fidelity of implementation and implementation to the fullest extent of standard. With the new adoption of Math curriculum for the 2022-2023 school year, similar struggles can be expected. In order to address these factors, teacher collaborative planning with instructional coaches and embedded professional development will be scheduled bi-weekly for both ELA and Math. In order to provide additional support for at risk students, early identification practices in MTSS and Data team meetings will be enhanced to provide early and more tailored tier II services as needed.

Other contributing factors to low proficiency rates include inconsistency in the learning environment through high absenteeism with both teachers and students and several teacher changes through teacher resignations in the fifth grade.

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

overall learning gains  
learning gains of L25

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

L25 - inclusive practices  
school wide intervention program  
Teaching with a sense of urgency  
Implementation of new curriculum with integrity  
CHAMPS & Conscious Discipline creating better classroom management and more time on task

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

progress monitoring interventions for at risk students  
fidelity of full scope of Benchmark curriculum  
small group instruction  
timely scaffolding based on student needs

**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.**

Grade level collaborative planning with instructional coaches  
Small group instruction  
Science of reading  
Reading endorsement

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

Improving systems for identifying at risk students, implementing the appropriate intervention, and tracking progress

Support from school and district instructional coaches for effective instructional planning  
Professional development to develop teacher capacity in small group instruction

### **Areas of Focus**

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

:

**#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups****Area of Focus****Description and Rationale:**

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

This area will focus on improving our instructional practices during Tier I 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 stronger Tier I instruction with a focus on small groups to provide scaffolded support of grade level curriculum for students across all learning levels.

**Measurable****Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

In 2022-2023, Palm Bay Elementary will participate in the FAST. Our goal is to increase overall proficiency rates from PM1 to PM3 15%.

**Monitoring:**

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

Walkthrough data will be collected focusing on the implementation of core instruction, including small group instruction. Review of data collected from district and classroom assessments during collaborative planning will be used to drive instruction.

**Person responsible for monitoring outcome:**

Brianna Wright (wright.brianna@brevardschools.org)

**Evidence-based Strategy:**

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

TNTP's review of research shows that "accelerating access to grade level work with the right supports is the best way to help students catch up when they've fallen behind. "

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Implementing curriculum with a strong Tier I ensures students are getting the instruction they need to increase proficiency levels. TNTP research suggests substantially deficient students receiving better than average assignments close the achievement gap by seven months.

**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.

Teachers collaboratively plan with the coaches to ensure effective implementation of curriculum. Time will be spent reviewing assessment data in order to ensure appropriate scaffolds are in place to support access to on grade level instruction.

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

Administration will conduct frequent walkthroughs to monitor the implementation of curriculum, including small group instruction with fidelity.

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

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

### Area of Focus

**Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed.

This area of focus is a continuation of our Positive Behavior Intervention and Supports (PBIS) initiative with an emphasis on CHAMPS and Conscious Discipline (T). As we strengthened our PBIS and CHAMPS implementation and began professional learning around Conscious Discipline last year, we found a decrease in major behavior incidents and an increase in the amount of teachers confidently managing behaviors in the classroom. This contributed to a positive learning environment with fewer disruptions to the learning environment. While positive impact was noted, full schoolwide implementation has yet to be achieved. This led to pockets of classrooms still in need of behavioral support.

**Measurable Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The goal is to decrease the number of administration-managed discipline incidents and student referrals schoolwide as documented in our RtIB database. Another goal is to decrease our number of incidents by 10% and reduce the number of suspensions by 30% for our Black students and Students With Disabilities.

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

The leadership team will walk through all classrooms regularly to collect data on the implementation of PBIS, CHAMPS, and Conscious Discipline. The leadership team will meet weekly to discuss student discipline data as well as classroom walkthrough data. During these meetings, the leadership team will utilize classroom walkthrough data to determine which teachers need more coaching and support with implementation. 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, and CHAMPS.

**Person responsible for monitoring outcome:**

Ashley Rothe (rothe.ashely@brevardschools.org)

**Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus.

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. Conscious Discipline is another research based framework that helps to build and maintain an emotionally safe learning environment for students and staff by using structures for morning meetings, understanding the brain states and how they impact students who may be in crisis, and teaches students strategies and skills for working through difficult situations. It allows students and staff to understand how their actions impact the academic and emotional well-being of others while taking ownership.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy.**  
**Describe the resources/ criteria used for selecting this strategy.**

By strengthening our PBIS, CHAMPS, and Conscious Discipline structures, we provide our staff with more tools to build and maintain a positive learning environment and school culture. By using a positive language approach, the culture of the school will bloom naturally.

**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.

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 preplanning. Ongoing professional development will occur monthly and will be developed based on the needs of the school (T).

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

The leadership team will walk through classrooms regularly and collect data on the implementation and effectiveness of PBIS, Conscious Discipline 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 quarterly. 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** Michael Mahl (mahl.mike@brevardschools.org)

A Conscious Discipline Action Team (CDAT) will be formed to support the implementation of Conscious Discipline. A wide variety of teachers will be invited to participate to provide input and support the rollout of new Conscious Discipline structures and routines. The CDAT will identify resources that will support Conscious Discipline and be purchased with Title I funds.

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

**#3. Positive Culture and Environment specifically relating to Family & Community Engagement****Area of Focus**

**Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed.

This area will focus on Parent and Community Involvement. 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:**

State the specific measurable

outcome the school plans to achieve.

This should be a data based, objective outcome.

The goal is to increase attendance at Parent Involvement events throughout the year, decrease discipline referral rates, and maintain or increase our business partnerships from the community.

**Monitoring:**

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

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:**

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

Using 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 parent-teacher conferences will continue, however students will take more ownership of their academic data and will be responsible for sharing their data with their families during conferences in a student-led format.

**Rationale for Evidence-based Strategy:** Explain the rationale for

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.



**selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

### **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.

Review community participation data from last year in a collaborative forum and discuss the areas of strength and improvement suggested by the data. Use the information to plan family and community engagement activities (T).

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

Conduct teacher planning sessions to prepare student data and learning activities, which will be paid for using Title I funds.

**Person Responsible** Lauren Hollis (hollis.lauren@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** Karen Reid (reid.karen@brevardschools.org)

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

**Person Responsible** Karen Reid (reid.karen@brevardschools.org)

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

**Person Responsible** Karen Reid (reid.karen@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** Karen Reid (reid.karen@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** Karen Reid (reid.karen@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** Karen Reid (reid.karen@brevardschools.org)

**#4. Instructional Practice specifically relating to Standards-aligned Instruction****Area of Focus**

**Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed.

Palm Bay's proficiency rates remain under 50% in ELA, Math and Science for the third year in a row. Each of Palm Bay's subgroup proficiency rates remain under 50% except Multi-Racial for ELA and Multi-Racial and White for math. Palm Bay's EOY i-Ready ELA and Math proficiency rates are also under 50% for grades 1, 4, 5 and under 50% proficiency for Math are for grades 2, 3 and for ELA grade 6. Although our area of strength is learning gains our student outcomes are consistently not reaching proficiency levels. The inability for more students to achieve proficiency in grade level standards is a indication of a weak core.

**Measurable****Outcome:**

State the specific measurable

outcome the

school plans to achieve. This

should be a

data based,

objective

outcome.

Our goal is to increase overall proficiency rates from PM1 to PM3 in ELA and Math by 15% in grade levels k-6.

**Monitoring:**

Describe how

this Area of

Focus will be

monitored for

the desired

outcome.

We will monitor through classroom walkthroughs and provide feedback to teachers on core instruction. We will use unit assessments and FAST progress monitoring to determine student growth.

**Person**

responsible for monitoring outcome:

Brianna Wright (wright.brianna@brevardschools.org)

**Evidence-**

based

Strategy:

Describe the

evidence-

based strategy

being

implemented

for this Area of

Focus.

Standards aligned high quality core instruction gives equitable access for all students and lies at the very heart of effective and sustainable tiered systems.

**Rationale for**

Evidence-

based

Strategy:

Explain the

rationale for

According to the Center for Educational Leadership, "The ultimate goal of everything we do in education is to increase student achievement." To that, we need to ensure that the content we are presenting to students is targeted and complex.

Another key is developing a community of leaders, a culture of collaboration, and the constant desire and opportunity for teachers to grow professionally. It's important for districts and schools to put non-negotiable structures in place that emphasize the

**selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

importance of providing teachers differentiated opportunities to continuously build their knowledge and expertise. With the right curriculum, standards, and training in place, we will see more and more of our students take on the role of an actively engage learner.

**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.

Teachers will receive professional development related to understanding and implementation of new math curriculum as well as to support the second year of implementing the ELA curriculum. The professional development will have a focus on accelerating 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 (T).

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** Brianna Wright (wright.brianna@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 (T).

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

Teachers will participate in regular collaborative planning with the reading, math, and science coaches. During these planning meetings, teachers and the coach will review assessment data and upcoming lessons as well as materials that may need to be purchased using Title I funds (T).

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)

Coach Action Steps include participating in regular instructional walkthroughs, modeling effective practices in planning, providing job-embedded professional development and supporting teachers in identifying effective differentiation and small group instruction strategies (T).

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

Administration action step include conducting regular instructional walkthroughs and providing teachers with timely, specific feedback on instructional practices.

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

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### Grades K-2: Instructional Practice specifically relating to Reading/ELA

This area of focus will be Implementation of Standards Aligned ELA instruction with an emphasis on closing the achievement gap for all students, especially our African American and Students with Disabilities subgroups. Our intervention program for K-2 will have a strong focus on phonics and phonemic awareness using 95% Group materials purchased with Title 1 funds.

As we continue to work toward this goal, we recognize the next steps for teachers are to improve their instructional capacity and to transfer the heavy lifting of learning from teacher to student. During planning, coaching and feedback will be provided to teachers to help them identify how to scaffold learning for struggling students.

### Grades 3-5: Instructional Practice specifically relating to Reading/ELA

This area of focus will be Implementation of Standards Aligned ELA instruction with an emphasis on closing the achievement gap for all students, especially our African American and Students with Disabilities subgroups. The intervention program for intermediate students will focus on practicing skills in the context of rich text using materials such as Leveled Literacy Intervention purchased with Title 1 funds.

As we continue to work toward this goal, we recognize the next steps for teachers are to improve their instructional capacity and to transfer the heavy lifting of learning from teacher to student. During planning, coaching and feedback will be provided to teachers to help them identify how to scaffold learning for struggling students.

### Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

### Grades K-2: Measureable Outcome(s)

In 22-23, PBE will be taking the new FAST assessment. 50% or more of K-2 students will demonstrate proficiency.

### Grades 3-5: Measureable Outcome(s)

In 22-23, PBE will be taking the new FAST assessment. 50% or more of 3-5 students will demonstrate proficiency.

### Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Administrators and coaches will conduct regular classroom walk throughs to determine what supports are still needed for teachers.

Student achievement data will be monitored and discussed with teachers regularly. District Quarterly ELA Assessments, iReady Diagnostic, FAST Progress Monitoring will be used to monitor student progress.

### Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Mahl, Michael, mahl.mike@brevardschools.org

### Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Teachers will plan to and effectively scaffold grade level text to meet the needs of all learners.

Teachers will plan for intentional and direct teaching through small group instruction. Teachers will have

support in planning for scaffolding and small group instruction from coaches and administrators during collaborative planning.

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

According to research by Pentimonti et al., there was a low utilization of scaffolding strategies across classrooms despite high impact on student learning.

Research by Watts-Taffe and Later research suggest that small groups for differentiation are an effective practice in literacy instruction.

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Teachers will come to collaborative planning sessions prepared and actively participate in collaborative planning sessions. During collaborative planning, the reading coach and literacy leadership team will provide professional development specifically designed to meet the needs of each grade level team. Additional instructional materials will be purchased using Title 1 funds.	Mahl, Michael, mahl.mike@brevardschools.org
The Literacy Leadership Team will collect and analyze progress monitoring and assessment data after each assessment is administered. This assessment data will be discussed with teachers during grade level team meetings.	Mahl, Michael, mahl.mike@brevardschools.org
Teachers will implement the small group instruction that was planned for and scaffolding student learning. During classroom walk throughs, administrators and coaches will collect data to inform literacy coaching and provide teachers with feedback.	Mahl, Michael, mahl.mike@brevardschools.org
The literacy leadership team will participate in regular instructional walkthroughs, modeling effective practices in planning, providing job-embedded professional development and supporting teachers in identifying effective differentiation and small group instruction strategies.	Mahl, Michael, mahl.mike@brevardschools.org
Provide a professional development for teachers on scaffolded core instruction.	Mahl, Michael, mahl.mike@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 Elementary has made great progress in creating a positive school culture. Teachers have entered their second year as a Conscious Discipline school and other support staff was invited to participate in their first year of Conscious Discipline Training. Through Conscious Discipline, Palm Bay Elementary continues to build its school family. Palm Bay Elementary staff are building on their belief of "I love where I teach, I love what I do, I love who I do it for."

Palm Bay Elementary will continue to host Pirate Parent Teacher Team Nights to engage families and school stakeholders. Parents will be provided with valuable and timely academic data for their child, along with tools and resources to assist with learning at home.



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 school culture and environment.**

Faculty and staff members belief 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.