

**Brevard County Public Schools
School Improvement Plan
2012-2013**

Name of School:

Area:

South

Palm Bay Elementary School

Principal:

Area Superintendent:

Dr. Mark Mullins

Mrs. Lori Migliore

SAC Chairperson:

Dr. DeChristofano

Superintendent: Dr. Brian Binggeli

Mission Statement:

To inspire all children to learn at their highest potential as student leaders, preparing them for tomorrow's global expectations.

Vision Statement:

To Serve Every Student with Excellence as the Standard Every Day.

Brevard County Public Schools School Improvement Plan 2012-2013

RATIONAL – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: *(Needs assessment that supports the need for improvement)*

One place to start – three year trend history (optional):

Palm Bay Elementary scored 55% on the 2012 FCAT Reading, this constituted an 18% decrease from the previous year.

Palm Bay Elementary scored 73% on the 2011 FCAT Reading, this constituted an 18% decrease.

Palm Bay Elementary scored 86 % on the 2010 FCAT Reading, this constituted a 2% decrease.

Even though our percentage of students at level 3 or above is on a consistent decline, the percentage of students demonstrating a learning gain in the bottom 25% shows an impressive consistent increase beginning with 2010 at 55%, 2011 71% and 2012 83%.

However the data gathered from District Required Assessments in Reading, FAIR and SRI showed a consistent increase over the course of the year in all grade levels. DRLA mirrored the FCAT results showed a slight decline in all grade levels.

We believe the reason behind our success with moving students performing in the bottom quartile is due to our strong commitment to the intervention services we provide to struggling learners. We need to work as diligently on the basic instructional practices in the classroom as we do with the struggling learners. Furthermore, the strategies from the American Reading Company, 100 Book Challenge need to be implemented with fidelity in all classrooms. We now need to extend these strategies to students performing at all levels in order to increase the number of students performing on levels 3, 4 & 5 on FCAT.

Best Practice: *(What does research tell us we should be doing as it relates to data analysis above?)*

- Palm Bay Elementary has conducted a wide repertoire of professional development to expand instructional strategies each year. Over the last three years, there has been a specific focus on Professional Learning Communities. There is ample current research to support the use of school-wide collaborative teams and professional learning communities. According to Milbrey McLaughlin (1995), the most promising strategy for sustained, substantive school improvement is building the capacity for school personnel. They define PLC's as educators who are committed to working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for the students they serve. PLC's operate under the assumption that the key to improved student learning is continuous-job embedded learning for educators. The PLC school culture is a cohesive school organized into interdependent collaborative teams united by a PLC foundation composed of shared purpose; shared vision; and shared goals of the continuous

improvement model. Further research states that the only way to improve student progress is to improve teaching stated by DuFour, DuFour and Eaker (2006). In order to improve instruction teachers must reflect honestly with current practices, research more effective practices and must be motivated to make necessary changes in his or her instructional practices. A special emphasis will be given to questioning and advance organizers integrated with the Thinking Maps training. Marzano explained that the expert teachers should be provided with an instructional framework that employs research-based strategies. Therefore we will continue to provide research-based training especially in the area of differentiated instruction.

-
- *Palm Bay Elementary School Staff will continue to work as PLC'S to implement and monitor the effectiveness of the following strategies:*
 - *B.E.S.T. Strategies*
 - *Thinking Maps*
 - *Writing To Learn*
 - *Student Driven Data Notebooks*
 - *Unpack the Common Core*

Brevard Effective Strategies for Teaching (BEST) is a systematic model that was developed by a diverse team of Brevard county educators including school administrators, resource teachers, and district personnel. BEST is based on current research from a number of experts in the field of education. This model creates a common language of effective instruction in the district. In addition, teachers can use the BEST model as a benchmark for analysis, reflection, backwards planning, with the end in mind and creating and using CFA's (Common Formative Assessments). BEST focuses on addressing students' individual learning styles. School wide data through BEST can be used for training, needs assessment, professional development, as well as peer coaching and learning team collaboration and finally for the PGP.

Thinking Maps and/or graphic organizers allow students to organize and display their thoughts across all curricular areas. When given a specific purpose, graphic organizers help students expand and support their learning.

Writing To Learn is a strategy that all teachers and students will use at Palm Bay Elementary. Students will summarize their learning in the form a journal or teacher created activity for all curricular areas. Students will be fully engaged in their learning process. They will be able to reflect upon their own progress. This strategy will allow teachers to determine if students are grasping new skills or concepts and will serve as source for teachers to differentiate their instruction.

Student Driven Data Notebooks will be utilized by all students at Palm Bay Elementary to help them set learning, behavior and attendance goals for themselves. Teachers will guide students in this new process as students learn to discover the impact they have as student leaders. Teachers will conference with students each week to discuss how to improve or develop new instructional strategies to help each one reach their academic goals and potentials.

Unpacking the Common Core will continue as teachers follow the timelines and attend trainings provided by Brevard Public Schools.

Analysis of Current Practice: *(How do we currently conduct business?)*

While our teachers are divided into collaborative teams to include all non-classroom instructional personnel and each grade level maintains their own professional learning community based upon the standards for that grade level, not until this year will teachers undergo a reflective piece with fidelity. The new appraisal system allows for each member of the organization to set a professional goal with written steps for him or her to achieve those goals that reflects the School Improvement Plan. Historically, the focus has been on student achievement in the format of "what will the students do?" This year, the teachers will continue to focus on student achievement through the lens of "How will I change my instruction to better fit the needs of all of my students?" By involving students in data analysis and instructional delivery and obtaining honest feedback from their peers, teachers will make the necessary paradigm shift as if holding a mirror to their teaching.

The following are Palm Bay Elementary's current practices in reading, writing, math and science.

The goal of Palm Bay Elementary School's Reading Language Arts Program is to integrate reading and language arts in the elementary schools in order to develop and refine students' reading abilities to become successful readers.

The **Macmillan/McGraw-Hill Florida Treasures** program is the district adopted K-6 reading and language arts textbook series. This program is a systematic, balanced, and research-based program that builds success with every lesson that is introduced and reinforced. Leveled text and literature across a rich variety of genres provides a systematic path toward reading independence. The six essential components of reading which are: oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension are integrated into a coherent instructional design that focuses on instructional sequence, explicit instruction, and ample practice. The Spelling component of the **Macmillan/McGraw-Hill Florida Treasures** program will be used as the district adopted spelling curriculum in grades 1-6. This component creates a connection to reading in using words that reflect the vocabulary and phonics components of the grade level texts.

The **Macmillan/McGraw-Hill Florida Treasures** program includes materials to support Writing and Grammar instruction in alignment with the language arts Sunshine State Standards

The MacMillan/McGraw-Hill Florida Triumphs program provides additional support for skill mastery. **Triumphs** connects with the themes and skills being taught in the **MacMillan/McGraw Hill Treasures** comprehensive core reading program while offering scaffolded instruction to accelerate learning of basic skills necessary for reading successfully. Elementary Programs utilize evidenced based supplemental and comprehensive intervention programs when providing additional reading services beyond the initial ninety minutes of required core reading instruction. Elementary schools post intervention materials used in Chart C of the K-12 Comprehensive Reading Plan. Instructional charts of Brevard's K-12 Reading Plan may be viewed on the Just Read, Florida! website: https://app1.fldoe.org/Reading_Plans/Narrative/PrintChartC.aspx.

The Macmillan/McGraw-Hill Florida Treasures Program is the adopted district Reading Program. The 90 minute uninterrupted reading block is adhered to with fidelity daily. The 30 minute Tier ii and iii is time spent outside the 90 minute reading block to provide more intense reading to students at their level. This year every teacher in grades K-6 will expedite the American Reading Company 100 Book Challenge with fidelity. They will perform mini lessons each day, to model for students what they should be looking for and practicing while they read. They will schedule conferences with each student as needed, paying particular close attention to struggling readers for the added support. These students may have a PMP but is not

necessary for them to actively participate in the reading conferences. Voyager will be utilized with second and third grade students working below grade level to further differentiate instruction for specific areas in reading. Along with the Web-based program, Kid's College. Students will be able to expand their reading practice while not at school. Weekly reports will be generated and studied by the leadership team and classroom teacher to investigate what reading instructional strategies would best fit individual students needs. Additionally, Reading Counts computer based tests will be utilized by teachers to evaluate student progress. FAIR testing will be will serve as a formal assessment for students in grade k-6.

The district adopted mathematics program for grades K-5 is Scott-Foresman-Addison Wesley *enVisionMath* (Florida © 2011). This program is organized into 16 topics (chapters) that provide in-depth instruction. A variety of assessment opportunities for ongoing progress monitoring and intervention are provided. The district adopted mathematics program for grade 6 is Glencoe McGraw-Hill *Florida Math Connects Plus: Course 1* (Florida © 2011). This program is organized into 12 chapters and the content is arranged to provide depth and cohesiveness. A variety of assessments opportunities are offered throughout the program. Both programs are aligned with our state adopted standards. . In grades 3-6, the programs are aligned with the the Next Generation Sunshine State Standards for Mathematics. Supplemental materials aligning the K-2 textbooks with the Common Core State Standards have been provided. These programs are research-based and designed to engage students in problem solving activities that enable them to build deep understanding of the mathematical concepts and ideas. Activities and lessons that support differentiated instruction and RTI (Response to Intervention) are offered in within these programs

The goal of Palm Bay Elementary's writing program is to provide instruction and assessment that supports the Next Generation Sunshine State Standards of Writing. This program relies on the integration of Six Traits instruction (Ideas, Organization, Voice, Word Choice, Fluency, and Conventions) and process writing (prewriting, drafting, revising, editing, and publishing). This instruction is designed to produce mastery of oral and written communication. The incremental curriculum develops writers who use the craft to learn, think, and communicate across the disciplines, stressing the linkage between writing and reading. Writing assessment to diagnose, prescribe, and strengthen skills takes place four times a year in grades TK 1 through sixth grade. Kindergarten assesses three times a year. Students acquire proficiency in informative, creative, and persuasive genres. To assist the teacher with writing instruction, Brevard has created several documents: ***Piece by Piece***, a grade level pacing guide, K-6; ***Developing the Craft***, best practices in writing for teachers in grades K-6; ***Developing Ideas***, elaboration lessons for K-6; ***Extreme Makeover: Conventions and Writing Skills Edition***, 100 convention lessons for teachers in grades 3 and 4, ***Developing Sentence Imitation***, using literature to imitate sentence patterns, and ***Developing Artistic Writing with Engaging Literature***, using mentor texts to teach

Writing at Palm Bay Elementary declined drastically during the year 2011-2012. The 2010-2011 year, students demonstrated 96% of students performing on or above proficiency. However, only 67% scored at the proficient level of 3.0 in the year 2011-2012. The main answer to this decline could be the higher cut scores and new grading system. To establish a high quality writing program, students in grades kindergarten through sixth will continue to use the District Writing Program Piece By Piece, Developing Artistic Writing Conventions and Writing Skills in place. A writing PLC has been launched and the focus will be to explore any research and evidence based strategies that can be implemented at Palm Bay Elementary to ensure student success.

Palm Bay Elementary's science goal is to provide students with a well-balanced K-6 curriculum, which is

aligned with Florida's Science Standards. To develop science literacy in our students, they are actively involved in inquiry investigations that teach the content as well as the essential process skills. The district adopted programs, National Geographic Science for K-5 and Discovery Education Science Techbook for Grade 6, include multiple hands-on, minds-on activities that provide science content and real-world connections.

Science instruction currently in place at Palm Bay Elementary is the National Geographic Science Program for grade kindergarten through fifth grades and Discovery Education in sixth grade. Furthermore, students are exposed to hands-on engaging science activities that correlate to the NGSSS both within the confines the classrooms as well as the state of the art science lab where the teacher has been recognized for her outstanding science instruction for the state of Florida. The Science Lab teacher will collaborate with classroom teachers to provide professional development. She will help them sort through the collected data and help them to monitor student progress. She will continue to offer after school clubs for struggling learners and a Saturday Science Club for students who excel in scientific research.

The data reflects that the instructional strategies we are utilizing in the classroom along with progress monitoring structures with implementation of core programs and adopted programs with fidelity are increasing student achievement with the exception of writing. However, research suggests that we implement Professional Learning Communities and collaboration and to continue with the focus on Marzano's strategies we can take our students to a higher level of accomplishment. As well, this year our focus will be on student leadership incorporating "Seven Habits Of Happy Kids" adopted from Steven Covey and modeled after A.B. Combs Elementary. We will help students realize they play a vital role in their own success and the choices they make today will have a big impact on the challenges they will face tomorrow.

CONTENT AREA:

Reading	Math	Writing	Science	Parental Involvement	Drop-out Programs
Language Arts	Social Studies	Arts/PE	Other:		

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

We will implement Learning-Focused strategies found in Moving Schools: Lessons from Exemplary Leaders as a means to improve our ability to differentiate while holding all students to a high level of expectations.

Strategies: *(Small number of action oriented staff performance objectives)*

<i>Barrier</i>	<i>Action Steps</i>	<i>Person Responsible</i>	<i>Timetable</i>	<i>Budget</i>	<i>In-Process Measure</i>
1.Training	1.Attend Initial Training	Assistant Principal and Literacy Coach	November	\$400.00	Meeting notes and Agenda
2.Training all teachers	2.Provide time for training	Literacy Coach, Principal	Beginning January	0	Agenda, reflection journal, observable implementation of strategies
3. Continued Training	3.Provide Weekly strategy to classroom teachers	Literacy Coach	Beginning in January	0	Weekly email and documentation
4.Students accountable for their own learning	4.Implement student data notebooks	Classroom teachers	October	0	Student data notebooks
5.	5.				
6.	6.				
7.	7.				
8.	8.				

EVALUATION – Outcome Measures and Reflection

Qualitative and Quantitative Professional Practice Outcomes: *(Measures the level of implementation of the professional practices throughout the school)*

FCAT and Classroom Walkthrough Data reveal that while expected instructional practices are being demonstrated in most classrooms, it is also clear that there is a need to strengthen the quality of instructional practices and quality questioning strategies happening in ALL classrooms. More training to assist teachers in asking Essential Questioning is also necessary. In order to meet the increased achievement expectations and implement Common Core State Standards successfully. Collaborative teams of teachers will work with Lessons from

Exemplary Leaders, by Max Thompson. Teachers will work in PLC's to develop common and formative assessments where 60-80% of the questions be of higher order.

Professional Learning Communities will continue to be the expected practice, however, they will need to be more focused with essential questions included with each meeting. As well, an exit ticket will be completed and turned in to administration.

Upon further reflection, while some teachers utilized the Rti process with fidelity, others resisted the process due the high volume of paperwork. Emphasis will continue on the Rti process. Professional development will be offered and each grade level and collaborative team will continue to implement Tier 1, Tier 2 and Tier 3 interventions with fidelity as data is collected.

This year it is the intention with the implementation of Data Notebooks, for every student in grades pre - k through grade 6, it is the intention that student engagement will increase. Students will have the ability to track their own progress. These student data notebooks will also lend well to collaborative team teacher support. Max Thompson's research suggests that "schools chose focus students at the beginning of the year for special interventions and support." Students will be selected based upon data and followed throughout the year.

While most teachers demonstrate the ability to differentiate instruction, still some continue to teach whole group in all areas of the curriculum, avoiding small group and/or direct instruction. More training will be provided as well as more teacher modeling

in these classrooms.

Walk to Intervention or as Palm Bay has named it SMART time has been very successful in most grade levels. However, after classroom observations and talk with students, it is clear that while some teachers implement and utilize this time to the highest level, others schedule the time early in the morning before all students have arrived at school, thus not offering the service to all students. A non-negotiable schedule will be established and implemented that will support the successful performance of all students.

Data gathered through classroom walk throughs will show that at least 85% of the teachers at Palm Bay Elementary are implementing the 100 Book Challenge Program, identified Max Thompson strategies, and Thinking Maps. Additionally, the data will show that 100% of the classroom teachers at Palm Bay Elementary will be utilizing Student Data Notebooks.

Qualitative and Quantitative Student Achievement Expectations: *(Measures of student achievement)*

In examining the reading data over the course of three years, specifically in the area of the bottom quartile, it suggests that we are implementing the strategies very well. Students in the bottom quartile have improved from 64% making learning gains to 83% making learning gains. The data suggests that our teachers have become competent in diagnosing the struggles that students face and have been able to adapt instructional strategies to meet their needs. However, when investigating data further to include students who perform on or above grade level, the numbers do not present the same trend. Adversely, the data will show that students performing on grade level and above has shown a

consistent decline from 84% demonstrating proficiency or above in 2010, to 73% demonstrating proficiency or above in 2011 to 55% demonstrating proficiency in 2012.

While students in the bottom quartile will continue to be an area of focus, students performing on or above grade level must now become a priority as we decrease the number of students performing at level 1 and 2, moving them into the levels 3, 4 and 5. This will be accomplished through maintaining the current best practices to include research based strategies outlines by Max Thompson in *Moving Schools: Lessons Learned from Exemplary Leaders*, specifically the high yield practice of writing to learn across all curricular areas.

Likewise in the area of math, the data is quite similar. It suggests that again, Palm Bay Elementary has become very skilled in responding to the needs of struggling students. For example, in 2010 52% of students performing in the bottom quartile demonstrated a learning gain, in 2011 that number increase to 74%, then dropped just slightly in 2012 to 71%. Although, the data shows that students performing at or above proficiency has remain somewhat stable in 2010 71% of students demonstrated proficiency or above, 2011 74% demonstrated proficiency and 2012 showed an increase of 2 percentage points to 76% proficiency. However, as in reading, we must continue to refine the current researched based strategies from Marzano and expand our focus to include students performing on or above grade level. As well to include Max Thompson's strategies from the Learning -Focused Group. These strategies must be implemented in every classroom in order to improve student achievement and to increase the number of students performing

at levels 3, 4 and 5.

When reviewing the data in the area of writing, there was a drastic decline. Students performing showed a 29 point decrease from 2011 at 96% to 2012 67% demonstrating proficiency. We will need to explore the data further as it is provided and adjust accordingly. We will continue to implement the current strategies, and as issues are identified we will generate a new plan or launch a more aggressive existing plan.

Performance in the area of **science** also continues to be unstable as students meeting high standards declining for three consecutive years. In 2010 74% demonstrated proficiency to 2011 55%, and then 2012 shows 57% meeting high standards. Again, Palm Bay Elementary will continue to gather data in the area of science. We will examine best practices in the area of science and implement research based instructional practice in the pursuit of increasing the number of students performing at proficiency and above.

The above data also indicates that in all areas for the last three years, the students of Palm Bay Elementary have performed above the line of regression.

In 2012-2013 the data will show that the number of students scoring in level 1 or 2 in both reading and math will decrease by 20%.

APPENDIX A

	Page 12	

(ALL SCHOOLS)

<p align="center">Reading Goal</p> <p>1. To increase reading comprehension through student led discussion followed by written reflection.</p>	<p align="center">2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects ie. 28%=129 students)</p>	<p align="center">2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects ie. 31%=1134 students)</p>
<p>Anticipated Barrier(s):</p> <ol style="list-style-type: none"> Lack of training of writing across the curriculum Lack of time for collaboration Lack of explicit instruction in the 90 minute reading block 		
<p>Strategy(s):</p> <ol style="list-style-type: none"> Attend the training on writing across the curriculum. Provide support in a creative way to increase teacher collaboration time. Provide professional articles about teaching practices for teachers to read and then discuss in Google Docs. Provide monthly newsletter that includes strategies to enhance explicit instruction. Provide a lesson idea with explicit instruction embedded for teachers during a monthly faculty meeting. 		
<p>FCAT 2.0 Students scoring at Achievement Level 3</p> <p>Barrier(s):</p> <ol style="list-style-type: none"> Lack of small groups in reading instruction <p>Strategy(s):</p> <ol style="list-style-type: none"> Provide modeling on grouping students. Provide training on differentiated instruction. Provide training and materials on text complexity. 	<p>27%=112 Students</p>	<p>37%=155 Students</p>
<p>Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Reading</p> <p>Barrier(s):</p> <ol style="list-style-type: none"> Lack of quiet space to test. <p>Strategy(s):</p> <ol style="list-style-type: none"> Identify a designated testing room. Begin introducing that space gradually to students in advance of testing day to avoid distraction and confusion. 	<p>79%= 11 Students</p>	<p>100% = 15 Students</p>

<p>FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Reading</p> <p>Barrier(s): 1. The focus has typically been on the lowest 25%.</p> <p>Strategy(s): 1. Provide training in the process of writing to learn through the think, talk, write. 2. Increase small group instructional time for higher performing students. 3. Provide support to teachers in planning for differentiated assignments that appropriately challenge our higher level students.</p>	24%=98 Students	34%=142 Students
<p>Florida Alternate Assessment: Students scoring at or above Level 7 in Reading</p> <p>Barrier(s): 1. Lack of materials for teaching reading comprehension to students at their level.</p> <p>Strategy(s): 1. Provide appropriate materials. 2. Provide strategies within the monthly newsletter.</p>	43%=6 Students	80%=12 Students
<p>Florida Alternate Assessment: Percentage of students making learning Gains in Reading</p> <p>Barrier(s): 1. Lack of time to create vocabulary materials.</p> <p>Strategy(s): 1. Create time for volunteers to assist in creating materials. 2. Collaborate with speech pathologist to connect therapy into class. 3. Provide training in vocabulary instruction</p>	67%=6 Students	80%=12 Students
<p>FCAT 2.0 Percentage of students in lowest 25% making learning gains in Reading</p> <p>Barrier(s): 1. Lack of 100 Book Challenge student conferencing and readers workshop Implementation with fidelity.</p> <p>Strategy(s): 1. Provide training 5 days with American Reading Company to implement The program with fidelity. 2. Provide modeling of the 100 Book Challenge conferencing and readers Workshop.</p> <p>Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Reading</p> <p>Barrier(s): 1. Lack of ability to work one to one with students.</p> <p>Strategy(s): 1. Provide support through resource teachers.</p>	79%=82 Students FAA 86%=6 Students	90%=95 Students FAA 100%=11 Students
<p>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%:</p> <p>Baseline data 2010-11:</p>		

<p>Student subgroups by ethnicity NOT making satisfactory progress in reading :</p> <p style="text-align: right;">White: 34%</p> <p style="text-align: right;">Black: 63%</p> <p style="text-align: right;">Hispanic: 42%</p> <p style="text-align: right;">Asian:</p> <p style="text-align: right;">American Indian:</p>	<p>Enter numerical data for current level of performance</p>	<p>Enter numerical data for expected level of performance</p> <p>84%</p> <p>95.5%</p> <p>85%</p>
<p>English Language Learners (ELL) not making satisfactory progress in Reading Barrier(s)</p> <ol style="list-style-type: none"> Lack of exposure to English. Native language is often the only language spoken at home. Limited home/school connection to our ESOL families <p>Strategies</p> <ol style="list-style-type: none"> Increase student opportunities to engage in academic and social conversations via cooperative group activities, Think, Pair, Share, and Choral Responses. Hold an ESOL Parent Night where ESOL students are presenting and parents are provided with specific strategies that they can implement at home. 		
<p>Students with Disabilities (SWD) not making satisfactory progress in Reading Barrier(s):</p> <ol style="list-style-type: none"> Lack of training of writing across the curriculum Lack of time for collaboration Lack of explicit instruction in the 90 minute reading block <p>Strategy(s):</p> <ol style="list-style-type: none"> Provide training 5 days with American Reading Company to implement The program with fidelity. Provide modeling of the 100 Book Challenge conferencing and readers Workshop. 		

<p>Economically Disadvantaged Students not making satisfactory progress in Reading</p> <p>Barrier(s):</p> <ol style="list-style-type: none"> 1. Lack of training of writing across the curriculum 2. Lack of time for collaboration 3. Lack of explicit instruction in the 90 minute reading block <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Provide training 5 days with American Reading Company to implement the program with fidelity. 2. Provide modeling of the 100 Book Challenge conferencing and readers workshop. 		
---	--	--

Reading Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
Essential Questions and Writing Student Friendly Objectives	October	Exit Slips from participants
Think, Talk, Write	November	Observations, Classroom Walkthroughs and student samples
Phases of gradual release model transferring to differentiated instruction	December	Follow up lesson plans and classroom walkthrough
100 Book Challenge Student conferencing and Readers Workshop	Sept. Oct. Nov. Jan. Feb.	Follow up with action plan for implementation with fidelity following each training. Classroom walkthrough
Vocabulary Instruction	January	Exit Slips from participants
Research Based Instructional Strategies	February	Monitoring for instructional practices through walkthroughs
Text Complexity	February	Monitoring for instructional practices through walkthroughs
Higher Order Thinking	March	Observations

CELLA GOAL	Anticipated Barrier	Strategy	Person/Process/Monitoring
2012 Current Percent of Students Proficient in Listening/Speaking: 45% (9)	1. Lack of exposure to English. Native language is often the only language spoken at home. 2. Limited home/school connection with our ESOL families	1. Increase student opportunities to engage in academic and social conversations via cooperative group activities, Think, Pair, Share, and Choral Responses. 2. Hold an ESOL Parent Night ESOL students are presenting and parents are provided with specific strategies that they can implement at home.	Person: Classroom Teachers ESOL Contact ESOL Assistant Process: Classroom observations and lesson plans Monitoring: Administration Agenda/ Sign-in sheet Parent Survey
2012 Current Percent of Students Proficient in Reading: 15% (3)	Inability to comprehend text due to limited vocabulary.	1. Teachers will use the Florida Leveled Reader ELL Library during small group instruction. 2. Teachers will utilize listening libraries. 3. Provide explicit vocabulary instruction using Text Talk strategies. 4. Provide teacher training in Text Talk Strategies.	Person: Classroom Teachers Reading Coach Process: Classroom Observations Lesson plans Monitoring: Agenda & sign-in sheet
2012 Current Percent of Students Proficient in Writing: 15% (3)	Limited command of the English language and limited vocabulary.	1. Increase opportunities for students to write daily through journaling, quick writes, and Think, Talk, Write activities. 2. Provide teacher training in Writing to Learn Strategies	Person: Classroom Teachers ESOL Teacher Assistant Process: Student Writing Samples Observations Training agenda & sign-in sheet Monitoring: Administration

Mathematics Goal(s):	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
1. To increase mathematics comprehension through student led discussions followed by written reflection		

<p>Anticipated Barrier(s):</p> <ol style="list-style-type: none"> 1. lack of teacher planning time for collaboration 2. lack of teacher training in writing across the curriculum 3. lack of teacher training in Thinking Maps 		
<p>Strategy(s):</p> <ol style="list-style-type: none"> 1. only utilize two planning's per week for meeting purposes 2. provide Title I teacher support to assist in arranging extra planning time as needed 3. provide training on writing in mathematics class 4. provide articles with team discussions about writing in mathematics 5. require that each grade level participate in a writing activity during their student centered mathematics lab time 6. provide training to all new teachers or those who need a refresher course in using Thinking Maps in the mathematics class 7. Academic Support Program on Saturdays 		
<p>FCAT 2.0 Students scoring at Achievement Level 3 Barrier(s): lack of knowledge of the Standards of Mathematical Practice Strategy(s):</p> <ol style="list-style-type: none"> 1. provide school-wide training and review especially during all Common Core State Standards Training 2. provide a poster of the Standards for each classroom 	<p>26%=104 Students</p>	<p>36%=150 Students</p>
<p>Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Mathematics Barrier(s): 1. Lack of time for teachers to create materials. Strategy(s): 1. Organize and schedule a volunteer day for parents to assist in creating Materials.</p>	<p>36%=5 Students</p>	<p>56%=8 Students</p>
<p>FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Mathematics Barrier(s): lack of teacher knowledge in higher level teaching strategies such as Depth of Knowledge Levels Strategy(s):</p> <ol style="list-style-type: none"> 1. provide monthly training on higher level strategies including higher order questioning, the Depth of Knowledge Levels, and Marzano Strategies 2. Provide 4th-6th grade teachers with a Depth of Knowledge Level poster for both teacher and student use 	<p>24%=94 Students</p>	<p>34%=142 Students</p>

<p>Florida Alternate Assessment: Students scoring at or above Level 7 in Mathematics Barrier(s): 1. Lack of resources in teaching addition and subtraction strategies</p> <p>Strategy(s): 1. Title 1 Coordinator will model instructional strategies such as Number Talks 2. Title 1 teachers and/or volunteers create learning materials.</p>	<p>29%=4 Students</p>	<p>47%=7 Students</p>
<p>Florida Alternate Assessment: Percentage of students making learning Gains in Mathematics Barrier(s): 1. Lack of time for repetitive practice Strategy(s): 1. Utilize recourse teachers and student mentors to provide repetitive practice.</p>	<p>71%=10 Students</p>	<p>93%=14 Students</p>
<p>FCAT 2.0 Percentage of students in lowest 25% making learning gains in Mathematics Barrier(s): lack of personnel for mathematics remediation Strategy(s): 1. establish a Supplemental Math Time (SMART) for each grade level to use as remediation time 2. provide 1 extra teacher (i.e. Title I) during that time to teach a math remediation group based on student need 3. continue to utilize a student centered mathematics lab to remediate and review prior skills</p>	<p>70%=73 Students</p>	<p>80%=84 Students</p>
<p>Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Mathematics Barrier(s): 1. Lack of teacher understanding of Access Points</p> <p>Strategy(s): 1. Develop Access Points progress report 2. progress monitor in specific strands</p>	<p>71%=10 Students</p>	<p>93%=14 Students</p>
<p>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%:</p> <p>Baseline Data 2010-11:</p>		
<p>Student subgroups by ethnicity :</p>	<p>White: 38%</p> <p>Black: 57%</p> <p>Hispanic: 44%</p> <p>Asian: 44%</p> <p>American Indian:</p>	<p>83%</p> <p>92.5%</p> <p>86%</p>
<p>English Language Learners (ELL) not making satisfactory progress in Mathematics</p>	<p>53%</p>	<p>90.5%</p>
<p>Students with Disabilities (SWD) not making satisfactory progress in Mathematics</p>	<p>62%</p>	<p>95%</p>

Economically Disadvantaged Students not making satisfactory progress in Mathematics	45%	86.5%
--	-----	-------

Mathematics Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
The PBE Math Leadership Team’s goal is to have professional discussion of our math data, strategies to assist in school wide improvement and collaboration.	Monthly	student work samples, teacher survey, and classroom observations
The Title I Coordinator will provide monthly training with topics including: writing in mathematics class, articles with team discussions about writing in mathematics, using Thinking Maps in the mathematics class, the Depth of Knowledge Levels, and Marzano Strategies.	Monthly	student work samples, teacher survey, and classroom observations

Writing	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
To increase the percentage of all students that achieve grade level proficiency or above on District Wide Writing Assessments from pretest to posttest two times per school year.	67% or students achieved grade level proficiency or above on the 2012 FCAT Writes Test	80% or students will achieve grade level proficiency or above on the 203 FCAT writes test.
To increase the percentage of 4 th grade students that achieves grade level proficiency or above on the FCAT Writes assessment from 67% to 70%.		

<p>Barrier(s):</p> <ol style="list-style-type: none"> 1. Lack of background knowledge 2. Meeting individual needs 3. No full-time (or part-time) writing coach or teacher 4. Achieving and Maintaining Parent Involvement <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. 1. K-6 classroom teachers to use Brevard County Writing Plan and Resource Guide, Piece by Piece, use Six Traits training, use Thinking Maps, grades 2-4 use Developing Sentence Imitation, and grade levels to plan together to ensure continuity Provide daily writing instruction including modeling in all genres and refine writing skills (grammar, vocabulary, conventions, spelling, Fry word lists, etc.) in language arts class 2. Prepare daily writing instruction including modeling in all genres and refine writing skills (grammar, vocabulary, conventions, spelling, Fry word lists, etc.) in language arts class 3. Classroom Teachers to utilize monthly writing prompts, score writing, and conference with students to give specific feedback for improvement 4. Consolidate writing throughout the curriculum daily including reading, math, and science to summarize learning 5. Provide small group instruction to students needing remediation and/or enrichment 		
---	--	--

<p>6. Utilize Word Walls. Implement writing activities as part of student learning centers</p> <p>7. Offer a Writing PLC, by the writing contact, that is open to all instructional staff to meet a minimum of 4 times per year</p> <p>8. for professional development and to share updates, strategies, etc. after writing contact meetings</p> <p>9. Teach parents the components of good writing and how to score writing samples</p> <p>10. Teachers may observe other teachers</p> <p>11. Administration inspect the writing process in each classroom</p>		
<p>FCAT: Students scoring at Achievement level 3.0 and higher in writing</p>	<p>67%=62 Students</p>	<p>80%=97 Students</p>
<p>Florida Alternate Assessment: Students scoring at 4 or higher in writing</p>	<p>67% = 2 Students</p>	<p>83%= 5 students</p>

<p>Science Goal(s) (Elementary and Middle)</p> <p>1.</p>	<p>2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)</p>	<p>2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)</p>
--	--	---

<p>Barrier(s): Barrier(s):</p> <ol style="list-style-type: none"> 1. Lack of instructional time dedicated to science in the school day. 2. Low student reading levels 3. Lack of teacher training in use of interactive science notebooks. 4. <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Science will be taught weekly in every classroom. 2. Provide training for teachers on the use of children’s literature to teach and reinforce science concepts. 3. Provide training in Thinking Maps in science class. 4. Provide teacher training for use of interactive notebooks in science. 5. Students in grade 3-6 will be provided extra instructional support through our Academic Support Program. Classes will be offered on Saturdays and will focus on New Generation Sunshine State Standards. <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. 		
Students scoring at Achievement level 3 in Science:	55% = 43students	73%
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science	0	0
Students scoring at or above Achievement Levels 4 and 5 in Science:	13% = 11 Students	20%
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading	100% =1 student	100%

1. Science Goal(s) (High School)	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): Strategy(s): 1.		
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science		
Florida Alternate Assessment: Students scoring at or above Level 7 in Science		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. <p style="text-align: right;">White:</p> <p style="text-align: right;">Black:</p> <p style="text-align: right;">Hispanic:</p> <p style="text-align: right;">Asian:</p> <p style="text-align: right;">American Indian:</p>		
English Language Learners (ELL) not making satisfactory progress in Algebra		
Students with Disabilities (SWD) not making satisfactory progress in Algebra		
Economically Disadvantaged Students not making satisfactory progress in Algebra		

APPENDIX B

(SECONDARY SCHOOLS **ONLY**)

Algebra 1 EOC Goal	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): Strategy(s): 1.		
Students scoring at Achievement level 3 in Algebra:		
Students scoring at or above Achievement Levels 4 and 5 in Algebra:		

Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. White: Black: Hispanic:		
English Language Learners (ELL) not making satisfactory progress in Algebra		
Students with Disabilities (SWD) not making satisfactory progress in Algebra		
Economically Disadvantaged Students not making satisfactory progress in Algebra		

Geometry EOC Goal	2012 Current Level of Performance(Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): Strategy(s): 1.		
Students scoring at Achievement level 3 in Geometry:		

Students scoring at or above Achievement Levels 4 and 5 in Geometry:		
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. White: Black: Hispanic:		
English Language Learners (ELL) not making satisfactory progress in Geometry		
Students with Disabilities (SWD) not making satisfactory progress in Geometry		
Economically Disadvantaged Students not making satisfactory progress in Geometry		

Biology EOC Goal	2012 Current Level of	2013 Expected
-------------------------	------------------------------	----------------------

	Performance (Enter percentage information and the number of students that percentage reflects)	Level of Performance (Enter percentage information and the number of students that percentage reflects)
Students scoring at Achievement level 3 in Biology:		
Students scoring at or above Achievement Levels 4 and 5 in Biology:		

Civics EOC	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Students scoring at Achievement level 3 in Civics:		
Students scoring at or above Achievement Levels 4 and 5 in Civics:		

U.S. History EOC	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Students scoring at Achievement level 3 in U. S. History:		
Students scoring at or above Achievement Levels 4 and 5 in U. S. History:		

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: Goal 1: Goal 2:			

Career and Technical Education (CTE) Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: Goal 1: Goal 2:			

Additional Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: Goal 1: Goal 2:			

APPENDIX C

(TITLE 1 SCHOOLS ONLY)

Highly Effective Teachers

Describe the school based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Descriptions of Strategy	Person Responsible	Projected Completion Date
1. Implement research based professional development in all areas of the curriculum and classroom management as needed	Principal, Assistant Principal, Reading Coach, Title I Team, Mentor Teachers	Ongoing
2. Provide opportunities for peer mentoring and classroom observations of highly effective teachers	Principal, Assistant Principal, Reading Coach, Title I Team, Mentor Teachers	Ongoing
3. Provide mentoring by district mentor teachers for annual contract teachers as well as teachers who demonstrate the need for extra support	Assistant Principal, Mentor Teachers	Ongoing
4. Develop a recognition program from both administration and colleagues	Principal	Ongoing
5. Support and collaborate with local universities by welcoming junior and senior interns	Principal	Ongoing

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are not highly effective. *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessionals that are teaching out-of-field/and who are not highly effective	Provide the strategies that are being implemented to support the staff in becoming highly effective
--	--

5 (ESOL only)	All teachers have committed to register to attend the proper training.
---------------	--

For the following areas, please write a brief narrative that includes the data for the year 2011-12 and a description of changes you intend to incorporate to improve the data for the year 2012-13.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RtI (Identify the MTSS leadership team and its role in development and implementation of the SIP along with data sources, data management and how staff is trained in MTSS)

- Lori Migliore, Principal
- Sherie Troisi, Assistant Principal
- Melissa Long, Literacy Coach
- Stacey Bedford, Title 1 coordinator
- Amy Schultz, Guidance counselor
- Lisa McBee, Staffing Specialist
- Grisela Ubau, School Psychologist
- Sarah Cavalucci, Speech Pathologist

The MTSS Team plays a vital and valuable role in the development of the SIP as each person is a member of the leadership team and has the ability to see the school in its entirety rather than through the important but limited lens of a classroom teacher. Professional Development was provided and is continuous as needed for each member of the team. The MTSS has the ability to closely monitor student progress as well as instructional strategies and the level of implementation. The team has the flexibility to offer as much or as

little support as

PARENT INVOLVEMENT:

- To improve our school wide parent involvement we have decide to incorporate more specific grade level family nights. This will encourage parents to attend if the event is more focused on their specific child's grade level. Teachers will be responsible for completing a teacher conference log documenting they have contacted each parent in their classroom at least once per quarter.
- The Title I Coordinator will provide a school wide quarterly newsletter with parent information as well as upcoming events.
- This year Palm Bay Elementary will also utilize a new school app for family member's Smart Phones. Through this application families will be informed of all upcoming events as well as be provided easy access to school personnel email.
- Palm Bay Elementary will start a school-based Parent Leadership Team this year. After each District Level Parent Leadership Team Meeting we will hold our own in order to both disseminate district information as well as give parents an opportunity to provide school based input. Based on our parent survey results we will hold both the Parent Leadership Team Meetings and our SAC Meetings on Monday nights. This was the preferred night according to the 2012 parent survey.

ATTENDANCE: (Include current and expected attendance rates, excessive absences and tardies)

- Students will be tracking their own attendance record in their Student Data Notebook. They will be setting attendance goals with teachers and counselors.
- Guidance counselors will provide training to families on the importance of attending school consistently.
- Students will be recognized each nine week for good and perfect attendance.
- Principal will involve the truancy officer in severe cases.

SUSPENSION:

DROP-OUT (High Schools only):

POSTSECONDARY READINESS: (How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful? Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.)