

Brevard Public Schools

PALM BAY ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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 Department 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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission is to empower our diverse community to LEAD and learn. Leaders follow our school wide expectations - Listen to Learn, Encourage Good Habits, Applaud Diversity, and Do the Right thing.

Provide the school's vision statement

Our Vision is to be the first choice for innovative LEADers and learners.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Kellee McCluney

mccluney.kellee@brevardschools.org

Position Title

Principal

Job Duties and Responsibilities

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 resources 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.

Leadership Team Member #2

Employee's Name

Candice DellaRocco

dellarocco.candice@brevardschools.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Supports the realization of the 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, PLCs, and coaching cycles.

Leadership Team Member #3

Employee's Name

Quinton Veal

veal.quinton@brevardschools.org

Position Title

Elementary Specialist

Job Duties and Responsibilities

Manages the implementation of school wide procedural goals including CHAMPS and PBIS goals. Ensures teachers are provided with appropriate training and that they effectively implement instructional practices. Collects data from walkthroughs and feedback from teachers to determine areas of success and support areas of development. Supports the implementation of high-quality instructional practices. Monitors and assists Principal with Title 1 compliance.

Leadership Team Member #4

Employee's Name

Cametrice Hill

hill.cametrice@brevardschools.org

Position Title

Literacy Coach

Job Duties and Responsibilities

Supports the successful implementation of school wide English Language Arts (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, modeling lessons, and co-teaching when needed. 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 conducting data analysis meetings with grade level teachers and determining adjustments to practice as needed.

Leadership Team Member #5

Employee's Name

Colin Hurley

hurley.colin@brevardschools.org

Position Title

Instructional Coach

Job Duties and Responsibilities

Supports the successful implementation of school wide Math & Science 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 interventions to meet the needs of at risk students. Monitors the effective implementation of Math & Science curriculum by conducting data analysis meetings with grade level teachers and determining adjustments to practice as needed.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Throughout the year, the staff will participate in regularly scheduled staff meetings and professional learning communities. Families and staff are invited to participate in monthly School Advisory Council meetings. In addition to these meetings, surveys are conducted throughout the year to gather data and review strategies. A Comprehensive Needs Assessment is conducted annually at the end of the school year. This Comprehensive Needs Assessment includes school leadership, teachers, support staff and families to review data and develop strategies for this plan. Parents are invited to participate in the Parent Leadership Committee which meets monthly with the Superintendent and members of the district leadership team. Grade level representatives were also requested to participate in the school leadership team to discuss instructional priorities and actionstep planning.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement plan will be monitored (quarterly, at minimum) and referred to for effective implementation and progress toward focus area achievement goals. Classroom walkthroughs, data team meetings, and family night surveys are some of the ways that we will collect data and measure progress in these areas. We will continue to revise the SIP based on the needs identified during these review meetings to ensure continuous school improvement. The SIP will be monitored throughout the year for impact on student achievement through student assessment data review. Staff will review achievement data, especially for SWD and AA subgroups, through quarterly data team meetings. The leadership team will also meet monthly with and without classroom teachers to review student achievement data. Additionally after PM #2, members of the leadership team will complete a Mid-Year Review to assess progress toward goals and implementation trends. Results of this review will be shared with stakeholders for input. We will revise our SIP based on the needs identified during these review meetings to ensure continuous improvement.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: B 2023-24: C 2022-23: C 2021-22: C

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	
School Enrollment	46	63	48	80	59	58	69			423
Absent 10% or more school days	11	20	15	20	17	8	30			121
One or more suspensions	1	4	12	11	15	11	21			75
Course failure in English Language Arts (ELA)	0	0	0	0	1	1	1			3
Course failure in Math	0	0	0	0	1	1	1			3
Level 1 on statewide ELA assessment	0	0	0	1	14	14	13			42
Level 1 on statewide Math assessment	0	0	0	1	11	12	21			45
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	2	0	2	0	1			5
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0	0			0

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	1	5	3	14	10	20			54

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	1	0	2	0	0	1			4
Students retained two or more times				1		1	2			4

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	59	78	71	77	75	63	56			479
Absent 10% or more school days	7	11	14	10	17	13	11			83
One or more suspensions	9	10	11	9	11	9	16			75
Course failure in English Language Arts (ELA)				1		2				3
Course failure in Math				2		3	2			7
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	51	65	62	50	62	59	43	61	57
Grade 3 ELA Achievement	37	63	61	49	58	59	38	59	58
ELA Learning Gains	60	67	63	67	62	60	65	64	60
ELA Lowest 25th Percentile	61	61	58	70	57	56	50	60	57
Math Achievement*	57	66	66	57	63	64	42	62	62
Math Learning Gains	69	68	64	73	67	63	66	68	62
Math Lowest 25th Percentile	45	55	50	68	54	51	64	59	52
Science Achievement	53	66	62	46	62	58	16	60	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					62	63		57	61

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	54%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	433
Total Components for the FPPI	8
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
54%	58%	49%	46%	47%	35%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	43%	No		
English Language Learners	68%	No		
Black/African American Students	48%	No		
Hispanic Students	67%	No		
Multiracial Students	49%	No		
White Students	60%	No		
Economically Disadvantaged Students	51%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	51%	37%	60%	61%	57%	69%	45%	53%					
Students With Disabilities	25%		56%	55%	37%	50%	39%	38%					
English Language Learners	44%		69%		69%	88%							
Black/African American Students	46%	25%	56%	52%	50%	61%	39%	56%					
Hispanic Students	61%		59%		63%	84%							
Multiracial Students	53%				44%								
White Students	49%	50%	62%	79%	64%	69%	50%	54%					
Economically Disadvantaged Students	48%	28%	61%	54%	55%	65%	46%	53%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	50%	49%	67%	70%	57%	73%	68%	46%					46%
Students With Disabilities	23%	23%	57%	63%	30%	56%	62%	35%					
English Language Learners	45%		59%		50%	76%							46%
Black/African American Students	39%	45%	59%	61%	41%	72%	70%	29%					
Hispanic Students	63%	54%	70%		64%	74%		41%					36%
Multiracial Students	47%		77%		50%	67%							
White Students	53%	50%	71%		66%	73%	58%	61%					
Economically Disadvantaged Students	49%	51%	65%	72%	55%	72%	69%	48%					27%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	43%	38%	65%	50%	42%	66%	64%	16%					61%
Students With Disabilities	24%	30%	50%	42%	17%	50%	60%	10%					
English Language Learners	45%		68%		41%	68%							61%
Black/African American Students	29%	35%	53%	45%	21%	50%	57%	7%					
Hispanic Students	50%		66%		44%	77%		13%					68%
Multiracial Students	44%		75%		56%	83%							
White Students	53%	48%	74%		57%	66%		29%					
Economically Disadvantaged Students	41%	34%	65%	50%	38%	64%	68%	18%					58%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	30%	63%	-33%	60%	-30%
ELA	4	55%	61%	-6%	60%	-5%
ELA	5	48%	62%	-14%	61%	-13%
ELA	6	59%	74%	-15%	62%	-3%
Math	3	42%	66%	-24%	66%	-24%
Math	4	61%	62%	-1%	65%	-4%
Math	5	45%	58%	-13%	62%	-17%
Math	6	70%	74%	-4%	60%	10%
Science	5	51%	64%	-13%	60%	-9%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Overall Science achievement showed the most improvement. An instructional coach was hired two school years ago to facilitate targeted science planning and instruction. The coach observes teachers and determined where they needed assistance. He plans with the 5th grade Science teacher to ensure she delivers the correct information in both small and whole group. He also monitors Science instruction in 3rd and 4th grade. Hands-on learning opportunities were created for the 5th grade students. The instructional coach also adjusted the pacing guide to ensure students met all instruction by the Spring. This gave them time to spiral back to review Science standards until the end of the school year. This growth may be attributed to intentional instructional shifts, increased hands-on learning opportunities, and targeted support for students who were previously performing below grade level.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The area of lowest performance was 3rd grade ELA. The cohort of students in 3rd grade entered the year with extreme learning gaps. They had previously experienced inconsistencies in having stable teachers for multiple grade levels. At least two to three of their previous years provided them with weak or inconsistent instruction. Many of them entered the year two to three years below grade level. Last year, we had a first year teacher, second year teacher, and a first year literacy coach delivering instruction to the 3rd grade students. We made changes to ensure the entire grade level would receive the best instruction possible and many learning gaps were closed or decreased.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component with the greatest decline was Math learning gains for the lowest 25%. Contributing factors to this decline are the heavy focus in Math for all other students and the focus on ELA for the lowest 25%. Most intervention groups focused more on the students who were just above the lowest 25%.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

3rd grade ELA was the data component with the greatest gap compared to the state average. 3rd grade students at Palm Bay scored 35%. This performance can be attributed to the students having extreme gaps in learning when they entered the grade. There were efforts to close the gaps. The trends show that students made improvements, but the gaps were too great to perform close to the state average.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance remains an area of concern for all grade levels at Palm Bay Elementary. 17% of Palm Bay Elementary's current students missed 10% or more days last school year (18 or more days). 17 students in one grade level were absent 10% or more days throughout the school year. As noted in the EWS data, intermediate grade levels show the highest number of students missing 10% or more of the school year. These absences contribute to the academic performance of students as a result of their lost instructional time.

Highest Priorities

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

ELA Achievement

Grade 3 ELA

Math Lowest 25%

ELA Lowest 25%

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

ELA proficiency in SY25-26 reached 55%, which was an improvement of 5% based on the last three school years. (SY22-23: 41%, SY23-24: 43%, and SY24-25: 50%). Although this data shows a pattern of continuous improvement, it is also a reflection of a decrease in 3rd grade proficiency over the same three school years (SY22-23: 43%, SY23-24: 38%, SY24-25: 49%) The SY25-26 cohort of students earned 35% proficiency. These data indicate a need to refine and strengthen instructional practices in ELA to improve the decline in student performance and overall proficiency.

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

No Answer Entered

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

No Answer Entered

Grades K-2: Measurable Outcome(s)

No Answer Entered

Grades 3-5: Measurable Outcome(s)

No Answer Entered

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

- **Assessment Data:** After weekly collaborative planning is in place, monitor unit and benchmark assessments in between i-Ready and statewide progress monitoring/F.A.S.T. ELA assessments. This is to include fluency data to identify student proficiency levels and guide Tier 1 (core and small group) and Tier 2 adjustments.

- **Targeted Instruction:** Use formative assessments and checks for understanding to determine and adjust Tier 1 and small-group instruction during the core ELA block.

- **Walkthrough Alignment:** Conduct weekly classroom walkthroughs in Tier 1 core classrooms and Tier 2 support to look for evidence that agreed-upon content and instructional practices from collaborative planning are visible in instruction. Walkthroughs will be monitored for the Accomplished Use Practices.

Person responsible for monitoring outcome

Administrative Team

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Explicit Instruction: Explicit instruction is the primary instructional lever used by leadership, literacy coaches, and teachers to implement the district-adopted curriculum. As defined by the Bureau of School Improvement (BSI), it is intentional teaching with clear, direct presentation of content, concepts, and skills that does not rely on student inferencing. Instruction follows a structured, evidence-based approach—modeling, guided practice, and gradual release (I Do, We Do, You Do)—with intentional sequencing, frequent checks for understanding, and ongoing feedback to ensure mastery.

Rationale:

Reading proficiency has remained stagnant (or at a slow incline over the last three years), indicating a need to strengthen core instruction to accelerate growth. Implementation of Florida's state standards through the district-adopted curricula—Benchmark Advance 2026, UFLI, and SAVVAS myPerspectives 2026—provides the foundation for high-quality literacy instruction. Consistent, explicit, and systematic instruction is ensured through intentional planning, modeling, and ongoing coaching by school-based teams, who support teachers in effectively using the curriculum. This includes a focus on clear modeling, guided practice, targeted feedback, and gradual release to close skill gaps and increase student proficiency.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1

Establish and Strengthen Coherent Tier 1 Instruction

Person Monitoring:

Administrative Team

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1st Quarter Goal: Establish Coherent Tier 1 Instruction

Leadership Actions:

- Establish and communicate clear expectations for Tier 1 ELA explicit instruction, standards-aligned instruction (new 105 minute reading block) using Benchmark Advance 2026, UFLI, and SAVAAS as the first source for instruction. [Expectations based on FDOE Literacy Instruction Practice Profiles].

- o Gradual Release (I do, we do, you do)

Clear modeling and think alouds

Guided practice with in the moment feedback

Checks for Understanding (CFU's) with immediate instructional response

Structured student discourse tied to learning targets/intentions.

- Develop norms for collaborative planning structure with coach/leadership and grade level teams:

Planning for I Do, We Do, You Do

Identifying CFUs in advance

Anticipating student errors and misconceptions.

- Schedule weekly collaborative planning time where grade-level teams work with the ESE Support Facilitator to connect Tier 1 instruction and interventions. Include opportunities for Resource teachers to contribute to the lesson plans.

- Establish expectations for UFLI implementation in K–2, including daily structured phonics lessons and routine fluency checks

- Plan and communicate a system of monitoring

Admin calendar for walkthroughs

Calendar for collaborative planning

Coaching cycles

Create and Calibrate walkthrough tool with leadership team and teacher leaders.

Literacy Coach Actions:

- * Support teachers with using explicit instruction and gradual release in daily lessons

- Help K–2 teachers implement UFLI with fidelity, including phonics routines and fluency practice

- Lead collaborative planning conversations on aligning Tier 1 instruction and supporting ESE students in general education classrooms

- Model gradual release in collaborative planning and during professional learning using instructional aligned materials.

Teacher Actions (Gen Ed, ESE, ELL):

- Use Benchmark Advance, UFLI (K–2), and SAVAAS as the primary instructional resources to teach Florida State Standards.

- Implement explicit instruction using the gradual release model:

I Do: Model skills and thinking through clear think-alouds.

We Do: Guide students through scaffolded practice with teacher support.

You Do: Provide independent practice with immediate feedback.

- Use checks for understanding (CFUs) throughout instruction to monitor student understanding and adjust support.

- Collaborate with grade-level teams, ESE support facilitators, and ELL staff during planning to support all learners.

- K–2 teachers implement consistent daily UFLI lessons, weekly assessments and fluency checks to monitor foundational reading skills and form small groups.

2nd Quarter Goal: Strengthen Structured Planning Time

Leadership Actions:

- Plan with Lit Coach professional learning on I Do and We Do
- Facilitate structured data meetings to analyze student performance and align Tier 1 instruction with Tier 2 and Tier 3 supports.
- Monitor K–2 UFLI implementation and make sure fluency checks are happening consistently
- Use FAST, i-Ready, and classroom data to check student progress and guide next steps.
- Make sure Tier 2 and Tier 3 interventions connect back to what students are learning in Tier 1.
- Conduct walkthroughs to monitor expectations for explicit instruction established in Q1 and provide feedback on the I Do and We Do.

Literacy Coach Actions:

- Lead data discussions that connect Tier 1 instruction, intervention, and student outcomes.
- Support Tier 1 and intervention teachers plan lessons using district curriculum and explicit instruction strategies (Gradual Release etc).
- Model explicit instruction focusing on I Do and We Do (clear modeling, think-alouds, guided practice,) during small-group and whole-group lessons.
- Coach teachers on using Checks for Understanding - CFUs (checks for understanding) and adjusting explicit instruction based on student data.

Teacher Actions (Gen Ed, ESE, ELL):

- Continue implementing standards-aligned curriculum materials consistently in both Tier 1 and intervention settings.
- Collaboratively plan explicit instruction lessons using Benchmark Advance and SAVAAS to strengthen alignment between Tier 1 and Tier 2 instruction.
- Implement explicit instruction daily in whole-group and small-group settings using modeling, guided practice, independent practice, and targeted scaffolds.
- Use CFUs, formative assessments, and student data to adjust instruction and intervention supports.
- Maintain consistent instructional routines, academic language, and scaffolds across Tier 1 and Tier 2 settings to improve instructional coherence.
- Continue daily UFLI implementation [K-2] and use regular fluency checks to monitor and respond to student growth.

3rd Quarter: Data-Driven Adjustments

Leadership Actions:

- Identify instructional gaps using walkthrough and data trends.
- Inspect intervention for connections directly to what students are learning in Tier 1
- Highlight and scale high-impact instructional practices. Spot strong classrooms using explicit instruction well and share those practices using fishbowl observations.

*Check and monitor that UFLI and fluency routines in K–2 are improving student reading skills

Literacy Coach Actions:

- Model strong explicit instruction in both whole group and small group settings (clear modeling, think-alouds, guided practice, etc). Continuously review strategies for explicit instruction throughout the year.
- Help teachers improve lesson delivery especially including pacing, modeling, and guided practice.
- Coach teachers on using student data during lessons to adjust instruction in the moment. Review the documented data during grade level meetings.
- Lead collaborative planning conversations on how explicit instruction is impacting student learning.

Teacher Actions (Gen Ed, ESE, ELL):

- Strengthen explicit instruction practices by increasing opportunities for student discourse, collaborative practice, and higher-order questioning during guided instruction.

- Use exit tickets, quick checks, and quizzes to identify specific skill gaps, then adjust next lesson (Tier 1, reteach, or enrichment) to target those needs. Implement consistent feedback practices that provide students with immediate corrective feedback and opportunities to explain their thinking.
- Increase opportunities for student discourse, collaborative learning, and higher-order questioning during guided instruction.

Provide immediate corrective feedback and opportunities for students to explain their thinking.

- Use formative assessment data to regroup students and align Tier 1 and Tier 2 supports to student needs.

- Collaborate regularly across Gen Ed, ESE, and ELL teams to ensure consistent instructional routines, pacing, expectations, and support across learning environments.

4th Quarter Goal: Sustain High-Impact Instruction and Reflect for Continuous Improvement
Leadership Actions

- *Conduct end-of-year data reviews to evaluate the effectiveness of Tier 1 instruction, intervention systems, and collaborative planning structures.

- *Celebrate instructional successes and identify best practices that contributed to student growth.

- *Monitor classrooms to ensure explicit instruction, gradual release, and evidence-based literacy practices remain consistent through the final instructional days.

- *Facilitate reflection meetings with grade-level teams to identify instructional strengths, challenges, and priorities for the upcoming school year.

- *Develop transition plans to support instructional continuity across grade levels.

Literacy Coach Actions

- *Continue coaching teachers to maintain high-quality explicit instruction through the end of the school year.

- *Facilitate collaborative planning focused on responding to final student data and preparing targeted review lessons.

- *Model lessons emphasizing student ownership, academic discourse, and application of literacy skills.

- *Lead reflection sessions with teachers to identify successful instructional practices and recommendations for future implementation.

- *Assist teachers in organizing instructional resources and best practices for the following school year.

Teacher Actions (Gen Ed, ESE, ELL)

- *Maintain high expectations and implement explicit instruction using gradual release through the final weeks of instruction.

- *Use formative assessment data to provide targeted review, enrichment, and intervention aligned to individual student needs.

- *Continue using Checks for Understanding (CFUs), student discourse, and immediate feedback to strengthen learning.

- *Collaborate with grade-level, ESE, and ELL teams to support student success and smooth transitions to the next grade level.

- *Reflect on instructional practices, student outcomes, and professional growth to inform future instructional planning.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each

relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Math proficiency in SY25-26 reached 56%, which was a decrease of 1% from SY25-26: 57%) Although this shows a decrease, it is higher than SY 22-23: 38% and SY23-24: 42%. The decrease in SY25-26, is also a reflection of a decrease in 3rd grade proficiency (SY24-25: 49%) The SY25-25 cohort of students earned 43% proficiency.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In 2027, the overall percentage of students proficient (3+) on the Math assessment will increase from 58% to 60%. The overall percent of students proficient (3+) on the 3rd grade Math assessment will increase from 43% to 46%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

- **Assessment Data:** After weekly collaborative planning is in place, monitor unit and benchmark assessments in between i-ReadyMath and statewide progress monitoring/F.A.S.T. Math assessments. This data will be used to identify student proficiency levels and guide Tier 1 (core and small group) and Tier 2 adjustments.
- **Targeted Instruction:** Use formative assessments and checks for understanding to determine and adjust Tier 1 and small-group instruction during the core Math block.
- **Walkthrough Alignment:** Conduct weekly classroom walkthroughs in Tier 1 core classrooms and Tier 2 support to look for evidence that agreed-upon content and instructional practices from collaborative planning are visible in instruction. Walkthroughs will be monitored for the Accomplished Use Practices.

Person responsible for monitoring outcome

Administrative Team

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Explicit Instruction and Math BEST practices to strengthen Tier 1 instruction. Academic Vocabulary
 Student discourse Math fluency Multiple representations (visuals, manipulatives, symbols)

Rationale:

With only 56% of students proficient, gaps in foundational and grade-level math skills require stronger Tier 1 instruction. Explicit instruction ensures students clearly understand concepts. Integrating math best practices deepens understanding while supporting access to grade-level content and addressing unfinished learning.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Establish and refine instructional practices

Person Monitoring:

Administrative Team

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:**Leadership Actions**

*Establish and communicate clear expectations for Tier 1 explicit math instruction using the district-adopted math curriculum as the first source for instruction.

*Expectations based on Florida's Mathematics B.E.S.T. Standards instructional practices:

~Gradual Release (I Do, We Do, You Do)

~Explicit modeling of mathematical thinking

~Daily use of academic vocabulary

~Student discourse through purposeful math conversations

~Multiple representations (manipulatives, drawings, equations, models)

~Checks for Understanding (CFUs) with immediate instructional response

*Develop norms for collaborative planning with leadership, the Math/Science ~Coach, and grade-level teams:

~Planning for I Do, We Do, You Do

~Identifying CFUs in advance

~Anticipating student misconceptions

~Planning opportunities for math discourse and multiple representations

*Schedule weekly collaborative planning where grade-level teams work with the ESE Support Facilitator to connect Tier 1 instruction and interventions.

*Establish expectations for daily math fact fluency instruction and progress monitoring.

*Plan and communicate a system of monitoring:

~Administrative walkthrough calendar

~Collaborative planning calendar

~Coaching cycles

~Calibrate walkthrough tool with leadership and teacher leaders.

Math/Science Coach Actions

*Support teachers with implementing explicit instruction and gradual release during daily math

lessons.

- *Model lessons demonstrating multiple representations, academic vocabulary, and student discourse.
- *Facilitate collaborative planning focused on standards-based instruction and anticipating misconceptions.
- *Support teachers in implementing daily math fluency routines.
- *Assist teachers with designing rigorous CFUs aligned to learning targets.

Teacher Actions (Gen Ed, ESE, ELL)

- *Use the district-adopted math curriculum as the primary instructional resource for teaching Florida's Mathematics B.E.S.T. Standards.
- *Implement explicit instruction using the Gradual Release model:
 - ~I Do: Model mathematical thinking and problem solving.
 - ~We Do: Guide students through scaffolded practice using questioning and discussion.
 - ~You Do: Provide independent application with immediate feedback.
- *Incorporate academic vocabulary, student discourse, multiple representations, and math fluency into daily instruction.
- *Use CFUs throughout lessons to monitor understanding and adjust instruction.
- *Collaborate with grade-level teams, ESE Support Facilitators, and ELL teachers during planning to support all learners.

2nd Quarter Goal: Strengthen Structured Planning and Data Use

Leadership Actions

- *Plan professional learning with the Math/Science Coach focused on strengthening the I Do and We Do components of math instruction.
- *Facilitate structured data meetings to analyze student performance and align Tier 1 instruction with Tier 2 and Tier 3 supports.
- *Monitor implementation of daily math fluency routines.
- *Use FAST Math, i-Ready Math, and classroom assessment data to guide instructional decisions.
- *Ensure intervention instruction aligns to grade-level standards and Tier 1 instruction.
- *Conduct walkthroughs focused on explicit instruction, math discourse, and use of multiple representations.

Math/Science Coach Actions

- *Lead collaborative data discussions connecting Tier 1 instruction, intervention, and student outcomes.
- *Support teachers in planning standards-aligned lessons using explicit instruction and math best practices.
- *Model effective instruction emphasizing:
 - ~Clear modeling
 - ~Think-alouds
 - ~Guided practice
 - ~Academic vocabulary
 - ~Student discourse
- *Coach teachers on using CFUs and formative assessment data to adjust instruction.

Teacher Actions (Gen Ed, ESE, ELL)

- *Continue implementing standards-aligned instructional materials consistently in Tier 1 and intervention settings.
- *Collaboratively plan lessons that strengthen alignment between Tier 1 and intervention.
- *Implement explicit instruction daily using modeling, guided practice, independent practice, and targeted scaffolds.
- *Incorporate academic vocabulary, math discourse, fluency practice, and multiple representations daily.
- *Use CFUs, formative assessments, and student work to adjust instruction and intervention.

*Maintain consistent instructional routines and expectations across Tier 1 and Tier 2 settings.

3rd Quarter Goal: Data-Driven Instructional Adjustments

Leadership Actions

*Identify instructional gaps using walkthrough data and student achievement trends.

*Monitor intervention instruction to ensure alignment with Tier 1 standards.

Highlight and scale high-impact math instructional practices through classroom observations and teacher-led learning walks.

*Monitor implementation of daily math fluency and student discourse routines.

Math/Science Coach Actions

*Model effective explicit instruction in whole-group and small-group settings.

*Support teachers in improving lesson pacing, questioning strategies, and guided practice.

*Coach teachers on using real-time student data to adjust instruction during lessons.

*Lead collaborative planning focused on analyzing the impact of instructional practices on student achievement.

Teacher Actions (Gen Ed, ESE, ELL)

*Strengthen explicit instruction by increasing opportunities for mathematical discourse, collaborative problem solving, and higher-order questioning.

*Use exit tickets, quick checks, quizzes, and student work to identify misconceptions and adjust future instruction.

*Provide immediate corrective feedback and opportunities for students to explain and justify their mathematical thinking.

*Use formative assessment data to regroup students and align Tier 1 and Tier 2 supports.

*Collaborate regularly across Gen Ed, ESE, and ELL teams to ensure consistent instructional routines, pacing, and supports for all learners.

4th Quarter Goal: Sustain High-Quality Math Instruction and Maximize Student Achievement

Leadership Actions

*Conduct end-of-year reviews of math achievement data, learning gains, and implementation of Tier 1 instructional practices.

Celebrate effective instructional practices and recognize teacher and student growth.

*Continue monitoring classrooms for evidence of explicit instruction, mathematical discourse, multiple representations, and daily math fluency.

*Facilitate reflection meetings to identify successful instructional strategies and opportunities for continuous improvement.

*Develop recommendations and transition plans to strengthen math instruction for the upcoming school year.

Math/Science Coach Actions

*Continue coaching teachers to implement explicit instruction and Mathematics B.E.S.T. Practices with fidelity through the end of the school year.

*Facilitate collaborative planning focused on targeted review, enrichment, and responding to student assessment data.

*Model lessons emphasizing mathematical reasoning, productive struggle, and student discourse.

*Lead teacher reflection sessions to identify instructional strategies that positively impacted student achievement.

*Organize instructional resources and best practices to support future implementation.

Teacher Actions (Gen Ed, ESE, ELL)

*Continue implementing explicit, standards-aligned math instruction through the final instructional days.

*Use formative assessments, exit tickets, and student work to provide targeted review, intervention, and enrichment.

*Maintain daily opportunities for academic vocabulary, student discourse, math fluency, and multiple

representations.

*Provide timely, actionable feedback that encourages students to explain and justify their mathematical thinking.

*Collaborate with grade-level, ESE, and ELL teams to support student achievement and successful transitions to the next grade level.

*Reflect on instructional practices and student outcomes to strengthen future planning and instruction.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

PBE continues to identify student culture and behavior as an area of focus. Positive Behavioral Interventions and Supports (PBIS) reduce discipline challenges in high-poverty elementary schools by promoting consistent, positive behavior expectations that create a supportive and predictable environment for all students. This approach helps mitigate the effects of poverty-related stressors by fostering a sense of safety and belonging, which is essential for students' academic and social success. Although discipline referrals have continued to decrease over the last year, we will still monitor this as an area of focus. Our discipline referrals and corrective actions decreased in the 2025-2026 school year compared to the previous year. In 2025-2026 school year we had 135 suspensions compared to the 159 in 24-25 and 234 in 23-24. There were 53 in-school suspensions compared to 39 in 24-25 and 70 in 23-24.

The most common behaviors that were reported include:

- Willful disobedience: 38 in 25-26 (86 in 24-25) (268 in 23-24)
- Physical Aggression PK-2: 84 in 25-26 (153 in 24-25) (254 in 23-24)
- Classroom disruptions: 32 in 25-26 (62 in 24-25) (210 in 23-24)
- Physical Aggression 3-6: 122 in 25-26 (40 in 24-25) (183 in 23-24)

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

If we continue to implement effective PBIS strategies schoolwide, then we will decrease the amount of discipline referrals and suspensions by an additional 10%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This will be monitored through monthly reports of discipline referrals and suspensions. This will be shared with all stakeholders through our staff newsletter – monthly.

Person responsible for monitoring outcome

Administrative Team

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

PBIS – Positive Behavior and Intervention System / Staff recognize students displaying LEAD expectations with LEAD Loot. They are able to use this currency for the PBIS store and classroom economy system. CHAMPS Classroom Management System – Teachers utilize this framework to explicitly present classroom expectations during different activities or throughout the school.

Rationale:

The CHAMPS (Conversation, Help, Activity, Movement, Participation, and Success) intervention is an evidence-based classroom management strategy designed to improve behavior and academic engagement in high-poverty elementary schools. It provides clear and structured expectations for student behavior during various classroom activities. By explicitly teaching and reinforcing these expectations, CHAMPS helps reduce disruptions, increase student engagement, and create a more positive learning environment. The structure and consistency it offers are particularly beneficial for students in high-poverty settings, where external factors may contribute to instability and stress, by fostering a predictable and supportive classroom atmosphere.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Positive Behavioral Interventions and Supports

Person Monitoring:

Kellee McCluney and Candice DellaRocco

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Area of Focus Description and Rationale

Palm Bay Elementary continues to identify the implementation of a strong Positive Behavioral Interventions and Supports (PBIS) framework as an essential component of improving student achievement and maintaining a safe, positive learning environment. A consistent schoolwide PBIS

system promotes clear expectations, reinforces positive behaviors, and creates predictable learning environments where students can successfully engage in rigorous instruction.

Discipline data from the 2025-2026 school year indicate that while many significant behavior incidents remain relatively low, several behaviors continue to interfere with instructional time and student learning. The most frequently occurring discipline events included:

- *Bus/Transportation Procedure Violations – 287

- *Physical Aggression (Grades 3-6) – 122

- *Classroom Disruption (Minor) – 92

- *Physical Aggression (PK-2) – 84

- *Willful Disobedience/Insubordination – 38

- *Classroom Disruption (Major) – 32

- *Horseplay – 25

These behaviors result in lost instructional time, decreased student engagement, and increased disciplinary consequences. The data indicate a need to strengthen Tier 1 PBIS implementation through explicit instruction of behavioral expectations, restorative practices, classroom management, conflict resolution, and consistent reinforcement of positive behaviors across all school settings, including classrooms, common areas, and school buses.

Measurable Outcome

During the 2026-2027 school year, Palm Bay Elementary will strengthen schoolwide PBIS implementation to reduce overall discipline referrals by 15%, with targeted reductions in the school's highest referral categories.

The school will strive to achieve the following measurable outcomes:

Behavior & 2026-2027 Goal

Bus/Transportation Procedure Violations: 150 or fewer

Classroom Disruptions (Minor): 75 or fewer

Physical Aggression (Grades 3-6): 100 or fewer

Physical Aggression (PK-2): 70 or fewer

Willful Disobedience: 25 or fewer

These reductions will increase instructional time, improve student engagement, and strengthen the overall school climate.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

<https://www.brevardschools.org/o/pbes/page/parent-engagement-title-i-information>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

<https://www.brevardschools.org/o/pbes/page/parent-engagement-title-i-information>

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Palm Bay Elementary plans to strengthen its program through collaborative planning, support from instructional coaches, and targeted small group interventions. We have a bell-to-bell schedule to maximize student learning. We are also focusing on increasing independent reading so we will be introducing independent reading time whenever possible in class time. We have additional headphones and iPads (T) purchased for students to access district curriculum promotion academics - i.e. iReady, Lexia, etc. Our intermediate students will also be able to attend planned field trips (Lagoon Quest) (T)

and STARBASE to get hands-on science exploration experience. Our interventionist (T) will be serving students in K-4 who need additional reading support to meet grade level expectations. We have a 3rd Grade Interventionist who will support all 3rd grade students. Finally, we will use our Parent Guardian Liaison as a connection to help improve attendance for students chronically absent. These actions will strengthen our academic program at PBE.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Our Title I program is a schoolwide program meaning all students benefit from Title I funds. Our school currently hosts three Head Start classrooms and the families involved in this program are invited and encouraged to participate in all of our events.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Palm Bay Elementary has a full-time school counselor and part-time social worker who can provide small group and direct services to students with parental consent. These services can include counseling, social skills instruction, and referrals to outside community agencies. We also partner with Eckerd Connects to provide prevention and intervention services to students in grades 3-6.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

N/A

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

We have a Positive Behavior Intervention & Support program that establishes schoolwide LEAD expectations and tiered intervention support for students. We also have a schoolwide behavior technician who supports students with tiered intervention for behavior.

In the area of early intervention, we also have two Pre-Kindergarten classrooms that serve students with disabilities.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV),

ESEA Section 1114(b)(7)(A)(iii)(IV)).

We have a Lead Mentor who facilitates our teacher induction program. Year 1 teachers meet monthly and are paired with a mentor who has clinical educator certification. Mentors and mentees meet regularly and complete two observations per semester. Teachers in grades K-3 are diving into the Science of Reading with "The 7 Mighty Moves." This professional learning includes direct support from a literacy coach (T) with feedback and coaching cycles. In addition, we have an ongoing book study with teachers in grades 4-6 with the "Instructional Cha Chas: Four Steps to Make Learning Stick," (T) by Leann Nickelsen. We do have ongoing schoolwide professional learning on Early Release Friday focused on Math and Science. Our instructional coaches (T) also provide job-embedded professional development in the form of coaching cycles.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Our Title I program is a school wide program meaning all students benefit from Title I funds. Our school currently hosts three Head Start classrooms and the families involved in this program are invited and encouraged to participate in all of our events. We also have a StepFourward program for students in Pre-Kindergarten.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

We gathered and analyzed data on student performance, including standardized test scores, classroom assessments, attendance records, and behavioral reports during our Critical Needs Assessment and determine the specific areas where students are underperforming and where additional support is needed. This includes Science - Tier 1, discipline / classroom management, and Reading/Math proficiency. We also reviewed our Title 1 staffing plan and re-allocated funds to ensure teachers had enough time to plan effectively with support from administration and coaches. We are also reviewing schedules for STEM teacher and instructional coach to ensure that our time is spent on high-leverage priorities.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

We are utilizing our STEM teacher, and instructional coaches to focus on proficiency in the areas of reading, math, and science. Our Title 1 interventionist and classroom teachers will also be working on addressing the diverse needs of our subgroups that are not making progress - including students with disabilities and African American students. We have added new math intervention materials - including Kickstart (K-2) and Corrective Math (3-5). We plan to measure the efficacy of these actions by analyzing our assessment data in a systematic fashion - including unit / district assessments, state progress monitoring, and walkthrough data.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00