Palm Bay Magnet Senior High School

2023-24

Schoolwide Improvement Plan (SIP)

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Palm Bay Magnet Senior High School

101 PIRATE LN, Melbourne, FL 32901

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

SIP Authority

Section 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

This mission statement was evaluated in August 2023 and determined to encompass the mission of Palm Bay Magnet High School.

Provide the school's vision statement.

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

This vision statement was evaluated in August 2023 and determined to encompass the vision of Palm Bay Magnet High School.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Kaminski, Jud	Principal	Mr. Kaminski serves as the leader of palm Bay Magnet High School. he engages all stakeholders and collaborates in the school's decision making process.
Baez, Jasmin	Assistant Principal	Ms. Baez serves as the instructional leader of Palm Bay Magnet High School. She engages stakeholders and collaborates regarding the school's decision making process.
Fahy, Paul	Assistant Principal	Mr. Fahy serves as an instructional leader of Palm Bay Magnet High School. he engages stakeholders and collaborates regarding the school's decision making process.
Newman, Michael	Assistant Principal	Mr. Newman serves as an instructional leader at Palm Bay Magnet High School. He engages stakeholders and collaborates regarding the school's decision making process. In addition, he is the Dean of Student Services and works diligently to implement Positive Behavior Intervention Strategies.
Flewellyn, Marise	Assistant Principal	Ms. Flewellyn serves as an instructional leader at Palm Bay Magnet High School. He engages stakeholders and collaborates regarding the school's decision making process. In addition, she is the Dean of Student Services and works diligently to implement Positive Behavior Intervention Strategies.
Colona, Stefany	School Counselor	Ms. Colona is the director of guidance. She ensures that our students meet the graduation requirements in order to achieve success in their college and/ or career.
Storer, Jennifer	Instructional Coach	Ms. Storer is an instructional leader who facilitates professional learning that is involved regarding the school improvement plan. In addition, she monitors and collaborates with the science department, collaborating in the school's decision making process.
Muse, Ellen	Magnet Coordinator	Ms. Muse serves as an instructional leader at Palm Bay Magnet High School. She engages stakeholders and collaborates in the school's decision making process. In addition, she is the Magnet Coordinator and the Title I Coordinator as well as the Partners in Education Coordinator.
Willand, Sydney	Teacher, K-12	Ms. Willand serves as our school AVID coordinator and also serves as a co-chair for our School Advisory Council. She helps implement Positive Behavior Intervention Strategies and serves as an academic coach for our students.
Braun, Savi	Reading Coach	Ms. Braun is an instructional leader who facilitates professional development sessions for our faculty focusing on the School Improvement Plan Goals in order to impact student achievement. She also collaborates regarding the

Name	Position Title	Job Duties and Responsibilities
		school's decision making process as well as she monitors the Intensive Reading classes and promotes literacy across the curriculum.

Stakeholder Involvement and SIP Development
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. (ESSA 1114(b)(2))

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

Stakeholder involvement is approached through various efforts at Palm Bay Magnet High School. Our school website requests parent involvement in our school. We request parents to take part in our School Advisory Council as the council formally drives the School Improvement Plan. Parent involvement was requested through social media, school website, in person events such as registration, open house and athletic events. In addition, the annual Parent Survey results are utilized to determine needed areas of improvement. At the school level, teachers are solicited for input through surveys, email, and during faculty meetings. Every teacher is invited as a member of our SAC. Insight survey data is utilized to steer the needed areas of improvement from the faulty standpoint. Student input is valued and utilized in the SIP planning process through google surveys and via the School Youth truth survey results.

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's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The monitoring of the School Improvement Plan exists currently through progress monitoring testing at the school level. The utilization of AIEKS and HM+ testing in Math at a frequency of three times per year is vital to our math monitoring. regarding Reading, which monitors our level 1 and 2 students, we utilize the Read 180 program and progress monitor three times throughout the year through Performance Matters. Monitoring also occurs through our SAT preparation pullouts of targeted students for English Language Arts and Math students.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	62%
2022-23 Economically Disadvantaged (FRL) Rate	99%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No

2021-22 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	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that 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.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2022			2019		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement*	36	53	52	42	59	56
ELA Learning Gains	44	52	52	48	52	51
ELA Lowest 25th Percentile	30	40	41	42	40	42
Math Achievement*	25	37	41	28	48	51
Math Learning Gains	42	44	48	41	49	48
Math Lowest 25th Percentile	51	46	49	41	45	45
Science Achievement*	46	63	61	44	66	68
Social Studies Achievement*	52	67	68	60	70	73
Middle School Acceleration						
Graduation Rate	89			82		
College and Career Acceleration	47			50		
ELP Progress	58			60		

* 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.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	520
Total Components for the Federal Index	11
Percent Tested	95
Graduation Rate	89

ESSA Subgroup Data Review (pre-populated)

2021-22 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%
SWD	32	Yes	3	
ELL	40	Yes	3	
AMI				
ASN				
BLK	38	Yes	3	
HSP	49			
MUL	54			
PAC				
WHT	51			
FRL	45			

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. (pre-populated)

| 2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	36	44	30	25	42	51	46	52		89	47	58
SWD	17	36	24	19	46	44	21	25		77	14	
ELL	9	36	29	13	38	55	33	33		95	42	58
AMI												
ASN												
BLK	25	41	29	17	41	45	34	37		89	25	
HSP	37	55	30	15	37	65	51	49		90	52	58
MUL	43	46		46	57		44	37		100	58	
PAC												
WHT	42	41	34	34	43	43	57	69		86	61	
FRL	30	42	29	21	42	54	43	46		86	42	60

| 2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	36	40	27	25	27	35	40	43		86	40	45
SWD	13	26	20	16	29	36	15	27		77	14	
ELL	13	32	29	22	21		24	0		89	33	45
AMI												
ASN												
BLK	18	34	29	15	27	34	17	25		88	33	
HSP	38	44	35	24	19	29	43	43		89	28	45
MUL	31	34	20	29	29		36	53		90	53	
PAC												
WHT	50	44	19	32	30	40	56	56		83	48	
FRL	33	39	29	23	27	35	37	40		83	36	48

| 2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	42	48	42	28	41	41	44	60		82	50	60
SWD	12	32	33	9	28	31	24	23		71	20	
ELL	22	43	38	20	48	60	28	22		58	43	59

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
AMI												
ASN				55								
BLK	24	43	41	17	32	28	32	45		79	42	50
HSP	46	45	27	30	49	48	45	58		82	51	63
MUL	50	64	58	40	43		58	65		81	50	
PAC												
WHT	52	50	47	35	44	63	52	71		83	54	
FRL	37	44	38	26	40	38	39	53		80	45	59

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	38%	54%	-16%	50%	-12%
09	2023 - Spring	41%	56%	-15%	48%	-7%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	14%	51%	-37%	50%	-36%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	26%	50%	-24%	48%	-22%

| BIOLOGY | | | | | | |
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	43%	61%	-18%	63%	-20%

| HISTORY | | | | | | |
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	40%	62%	-22%	63%	-23%

III. Planning for Improvement

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

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

Our Algebra I math scores were the lowest performance area, dropping from 2022 percentage of 18 percent level three students or higher to 14 percent level three students or higher in 2023. Math has consistently been our most challenging student area, and a lack of stability in our Math instructional positions certainly has been an issue as well. This year, we had only one instructional position departure, however we filled the position with a first year teacher due to lack of applicants.

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

The U.S. History student performance declined at the largest rate, from a 2022 percentage of 52 percent level three students or higher to 40 percent level three students or higher in 2023. As a return to in person learning increased, the fidelity of previous curricular efforts toward U.S. History were not adhered to. The focus returns this year to a more robust history skills day across the entire department with expectations.

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.

Regarding Math, level one students that were 12th grade students, only 11% of our seniors scored at level i while the state average was 72% of 12th grade students scored level one.

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

English Language Arts 9th grade improved from a 2022 percentage of 34 percent level three students or higher to 41 percent level three students or higher in 2023. At the school level, a focus of increased classroom walk throughs combined with a regimented expectation of district curricular based instruction is credited with the marked improvement in this area of growth.

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

Our student subgroup suspension numbers are an area of focus. In addition, we monitor absenteeism and students chronically absent are a concern for lack of academic success.

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

Overall student achievement in core subject areas remains our biggest priority for the upcoming school year. Math has been our greatest deficit, and thus is our highest priority. Algebra I student achievement is a focus area. Secondly, English Language Arts remains a priority for student achievement. Though success has occurred in this area, more work and achievement is needed. U.S. History needs to rebound to a marked increase this year as well. We cannot sustain a 12 % decline in an area that we have historically had success. Lastly, Biology continues to sustain, with a slight decrease last year. More effort by our teachers toward quality instruction must occur.

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

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Overall test scores for Algebra I will improve through quality instructional efforts.

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

2023 Algebra I percentage of students at a level 3 or higher declined to 14% from 18% in 2022. A minimum expectation of a 15% increase is expected through concentrated instructional efforts and additional support.

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

Classroom walk throughs inclusive of feedback with defined criteria. Instructional coaches are participating and providing feedback as well. Individual teacher needs as well as common trends will be addressed. Collaborative and Mutual Accountability groups will be required to submit agendas for their lowest 25% students. In addition, AIEKS and HM+ testing progress monitoring will be utilized to access individual student deficiencies and allow for instructional focus as the year proceeds.

Person responsible for monitoring outcome:

Jasmin Baez (baez.jasmin@brevardschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

AVID WICOR Strategies (Writing, Inquiry, Collaboration, Organization, and Reading), Collaborative and Mutual Accountability meetings and common planning time.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The BERC Study (AVID Schoolwide Impact) found that students can learn skills, behaviors, and techniques to provide academic success. This is further observable when teachers have been trained and coached in effective instructional strategies to build a college and career culture.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Collaboration and Mutual Accountability groups were selected based upon subject level and meetings will focus on student performance and will include submission to administration with feedback in timely fashion.

Person Responsible: Jasmin Baez (baez.jasmin@brevardschools.org)

By When: Monthly

Algebra I and Geometry were provided common planning to the best of our ability as well as provided one plan day as a team each semester.

Person Responsible: Jasmin Baez (baez.jasmin@brevardschools.org)

By When: August 2023

Teachers will monitor individual students by way of AIEKS and HM+ testing, formulating individual plans for monitoring and improvement.

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

By When: Ongoing throughout the school year

Teachers received AVID based instructional strategies, including WICOR, during pre-planning. WICOR stands for Writing, Inquiry, Collaboration, Organization, and Reading. These study strategies will support students in providing solid study habits to make each student successful.

Person Responsible: Sydney Willand (willand.sydney@brevardschools.org)

By When: August 2023

Classroom walk throughs will occur to look for trends to improve instruction through observation feedback.

Person Responsible: Jasmin Baez (baez.jasmin@brevardschools.org)

By When: Ongoing

Title I status provided us the ability to hire a specific math coach to work one on one with math teachers as well as provide small group instructional support for struggling students and students with disabilities.

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

By When: August 2023

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Decrease chronic student absenteeism which will positively increase our student academic performance.

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

Increase our average daily student attendance to 90% or higher. The monitoring of this process will occur via our Assistant Principal and Parent Liason.

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

Daily attendance reports will be evaluated and chronically absent students will be individually addressed.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Daily attendance reports, School Parent Liaison position utilization, District Truant Officer, phone calls and documented FOCUS communication.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

if student attendance improves, students are clearly spending more time in front of a teacher. More curricular interaction between students and subject material will increase student achievement. According to Dr. Khalifa Al Hazaa, Director of Student Experience Department at Qatar University, research was monitored on 969 undergraduate students and it was determined that increased attendance decreases the likelihood of getting D's and F's or Withdrawing, and that there was a strong negative relationship between high-school performance and the probability of getting a D, F or withdrawing.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

We hired a full time Parent Liaison to monitor student attendance through Title I funding.

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

By When: August 2023

Daily reports of student daily attendance to evaluate truancy.

Person Responsible: Marise Flewellyn (flewellyn.marise@brevardschools.org)

By When: Ongoing

Utilization of the district truancy officer to assist my parent liaison encouraging student attendance expectations.

Person Responsible: Marise Flewellyn (flewellyn.marise@brevardschools.org)

By When: Ongoing

Teacher communication to parents/guardians at defined intervals of student absence thresholds, all documented into FOCUS.

Person Responsible: Marise Flewellyn (flewellyn.marise@brevardschools.org)

By When: Ongoing

Home visits regarding highly truant students

Person Responsible: Marise Flewellyn (flewellyn.marise@brevardschools.org)

By When: Ongoing

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Overall test scores for English Language Arts for 9th grade improved from 34% of students performing at level 3 or above to 41%. 10th grade students improved from 34% of students performing at level 3 or above to 38%. Though a visible increase has occurred, we are still in need of improved academic performance in this area.

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

Continued improvement in English Language Arts student performance by increasing our students performing at a level 3 and above by a minimum of 5% for both 9th grade and 10th grade students.

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

Classroom walk throughs inclusive of feedback with defined criteria. Instructional coaches are participating and providing feedback as well. Individual teacher needs as well as common trends will be addressed. Collaborative and Mutual Accountability groups will be required to submit agendas for their lowest 25% students. PM1 and PM 2 testing is utilized and the student results are shared with each student. Each individual student then meets with their teacher and specific plan of monitoring and improvement is created. In addition, Intensive Reading classes are inclusive of all level 1 and 2 students and the Read 180 program is progress monitoring through performance matters. In addition, our English Language Learner students will be monitored via our ESOL instructors utilizing data inclusive of formative assessments and WIDA results. This will be utilized to access individual student deficiencies and allow for instructional focus as the year proceeds.

Person responsible for monitoring outcome:

Jud Kaminski (kaminski.jud@brevardschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

AVID WICOR Strategies (Writing, Inquiry, Collaboration, Organization, and Reading), Collaborative and Mutual Accountability meetings and common planning time.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Research completed by Samantha James in 2022 concluded that classroom walk throughs allow for the gathering of data on the quality of instruction in their schools. In addition, this is an excellent way to build trust between administrators and teachers, which promotes communication on what works well in the classroom as well as what needs improvement. This promotes an environment where everyone works together toward the common goal of student success.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

A schedule of consistent classroom walk throughs exist and provide feedback to the individual teacher.

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

By When: Ongoing

Collaboration and Mutual Accountability groups were selected based upon subject level and meetings will focus on student performance and will include submission to administration with feedback in timely fashion.

Person Responsible: Jasmin Baez (baez.jasmin@brevardschools.org)

By When: Monthly

Teachers will monitor individual intensive reading subgroup students by way of the Read 180 program and performance matters data.

Person Responsible: Jasmin Baez (baez.jasmin@brevardschools.org)

By When: Ongoing

9th grade and 10th grade English teachers were provided common planning to the best of our ability as well as provided one plan day as a team each semester.

Person Responsible: Jasmin Baez (baez.jasmin@brevardschools.org)

By When: August 2023

Teachers received AVID based instructional strategies, including WICOR, during pre-planning.

Person Responsible: Sydney Willand (willand.sydney@brevardschools.org)

By When: August 2023

The school literacy coach will work one on one with English and Intensive Reading teachers as well as provide small group instructional support for struggling students and students with disabilities.

Person Responsible: Savi Braun (braun.ishwantie@brevardschools.org)

By When: Ongoing

Teachers will collaborate with district resource teachers and instructional coaches during department meetings.

Person Responsible: Jasmin Baez (baez.jasmin@brevardschools.org)

By When: Monthly and ongoing

Classroom walk through trends will be identified to plan the next direction for professional learning.

Person Responsible: Jasmin Baez (baez.jasmin@brevardschools.org)

By When: Ongoing

English Language Learner students will be evaluated in a one on one basis via ESOL teachers and provided small group instructional support for struggling students as needed

Person Responsible: Jasmin Baez (baez.jasmin@brevardschools.org)

By When: Ongoing

#4. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Student academic performance on two benchmark tests declined. Regarding the Biology EOC, our 2023 percentage of students performing at a level 3 or above declined to 43% from a percentage of 46% in 2022. In addition, on the US History EOC, our students in 2023 showed a percentage of students performing at a level 3 or above declined to 40% from a percentage of 52% in 2022.

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

Palm Bay Magnet High School will improve Biology EOC scores by 7% and increase our US History EOC scores by at least 15%.

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

Our school currently hosts "Biology Skills Days" and US History Skills Days" in order to maximize student achievement in these two areas. Teachers with these curriculums collaborate in CMA groups to evaluate strategies and determine implementation consistency. In addition, teachers will evaluate and assess areas of weakness within their department and create instruction specific to student performance. The use of formative assessments will allow for progress monitoring. In addition, teachers will utilize WICOR strategies as a way of student engagement. Student data analysis based upon formative assessments as well as past test data will allow for student grouping based upon level of performance needs.

Person responsible for monitoring outcome:

Jennifer Storer (storer.jennifer@brevardschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

WICOR strategies (Writing, Inquiry, Collaboration, Organization, and Reading)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

According to research done by Sabrina Gates regarding collaboration, it has been that collaboration provides a safety net and helps catapult teacher thinking and development. In addition, in today's educational culture, it is extremely important to join professional learning communities to ensure ongoing growth for our students. Lastly, collaboration should be used among students as well. Students will gain from the ability of working together and collaborating to learn and grow from each other.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Teachers and instructional coaches will plan lessons in their CMA groups incorporating WICOR strategies and standards based instructional goals for student instruction.

Person Responsible: Jasmin Baez (baez.jasmin@brevardschools.org)

By When: Ongoing

Teachers received AVID based instructional strategies, including WICOR, during pre-planning.

Person Responsible: Sydney Willand (willand.sydney@brevardschools.org)

By When: August 2023

Enrichment/Skills Days for Biology and US History will incorporate WICOR strategies and provide standards based practice, remediation and test preparation for all students with fidelity. Student grouping will be completed intentionally to ensure level learners.

Person Responsible: Jasmin Baez (baez.jasmin@brevardschools.org)

By When: Ongoing

Skills days will involve all students including students with disabilities and EOC questions will be reviewed as their common assessment.

Person Responsible: Jasmin Baez (baez.jasmin@brevardschools.org)

By When: Ongoing

Classroom walk throughs will be ongoing, focusing on common board configuration, WICOR strategies, and instructional fidelity.

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

By When: Ongoing

Biology and US History were provided common planning to the best of our ability as well as provided one plan day as a team each semester.

Person Responsible: Jasmin Baez (baez.jasmin@brevardschools.org)

By When: August 2023

#5. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Many of our school subgroups are performing lower regarding academics as well as receiving discipline at disproportional rates to other subgroups and having decreased average daily attendance.

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

We will see an improvement in the academic performances of our subgroup students, specifically African American students and Students with Disabilities.

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

We will continue to monitor our specific subgroups via discipline and attendance data. In addition, our administrative team will collectively monitor subgroup students through individual mentoring regarding academic performance.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Targeted monitoring of both individual African American students as well as entire subgroup monitoring regarding disciplinary steps, inclusive of alternatives to create and promote desired behaviors in order to keep the students engaged and in the classroom at a higher rate.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

During district analysis, it was determined that our African American students were receiving suspension rates at a higher rate than our other school subgroups. As a result, we were identified as an ATSI school by the district.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Monthly meetings with our ATSI school identified team inclusive of district interventional participation.

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

By When: Monthly

Weekly discipline reports evaluated by our school based ATSI team to determine at risk individuals and allow for intervention services.

Person Responsible: Marise Flewellyn (flewellyn.marise@brevardschools.org)

By When: Weekly

Daily monitoring of individual student attendance via our Parent Liaison and ATSI team, with communication as needed

Person Responsible: Marise Flewellyn (flewellyn.marise@brevardschools.org)

By When: Daily

Parent conferences at school or via home visits for truant students who are underperforming academically

Person Responsible: Marise Flewellyn (flewellyn.marise@brevardschools.org)

By When: Ongoing

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The utilization and dispersal of school improvement funds is directly tied to the student impact. The parameters have been set that it must impact all students, not just certain student groups. Surveys and requests are accepted and evaluated. The requestor is expected to provide impacted individuals and the expected cost as well as benefit of the funding request. lastly, the SAC committee is the final authority regarding such requests, and the proposal is presented to them, and a decision to render is determined.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

In addition to information being placed on our school website, announcements have been made during registration and Open House regarding our Title I status and our inclusion and support of Title I toward our School Improvement Plan. Verbal and electronic messages have been sent out requesting parent and student participation serving on our SAC committee. Our Title I process as well as our SIP is discussed and vetted by the members of our SAC. In addition, flyers and information have been made available currently and will continue at our after school hours events attended by stakeholders. Lastly, our electronic marquee located in front of the school has been displaying messages requesting SAC members as well as parent input.

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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school is currently planning several parent/community nights where we will hold various topics based upon surveys that have been sent out regarding student, teacher, and parent needs. In addition, informational nights regarding Title I are planned with a minimum of one per semester. Utilization of the annual Insight survey, Parent survey, and Youth Truth student survey provide direction toward stakeholder needs.

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 III of the SIP. (ESSA 1114(b)(7)ii))

The utilization of CMA groups that are specific and intentional will continue to support instructional performance. teachers have a required analysis and data component that enhance this data analysis instructional meeting. In addition, frequent class walk throughs with feedback, both positive and negative, will further support our instructional practices. The continued utilization and monitored skills day student learning opportunities will promote EOC student positive performance. In addition, benchmark testing for math and intensive language arts will continue to allow for progress monitoring and individualized student instructional practices.

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 ESSA, 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). (ESSA 1114(b)(5))

The ability to have a district network of interaction and support allows for many cohesive relationships that enable us to best support our students and community. The vast resources of our specific school district enable us to interact with many departments including mental health services, nutrition, VPK, and unaccompanied/transition families and students. We also have the benefit of having a school social worker that is in tune with many outside agencies that further support our students.