

PROJECT/AMENDMENT APPROVAL TRACKING SIGNATURES/DATES

Date Rec'd in DOE: 12/01/17

Fiscal Agent: School Board of Brevard County

Palm Bay Elementary School

Program/Project Name: Schools of Hope TOP-3

Project Number: 050-90045-8S201

AMD #: Amendment Type:

TAPS Number: 18A127

Intake (7.1-8.2)

Tasks & TAPS entry completed. Initials/Date: [Signature] 12/01/17

Program Review (8.3-8.8)

Tasks & TAPS entry completed. Initials/Date:

Budget Review (8.3) HOLD ON OFF Sue

Tasks & TAPS entry completed. 1,580,000. Initials/Date:

Generate/Verify DOE 200 (8.9)

Tasks & TAPS entry completed. Initials/Date:

Certify Accuracy (8.10) ADMIN. HOLD ON OFF

Tasks & TAPS entry completed. Initials/Date:

Bureau Chief Approval (9.1-9.2)

Tasks & TAPS entry completed. Initials/Date:

Notify (10.1-10.3)

Tasks & TAPS entry completed. Initials/Date:

Notes/Comments:

PLEASE NOTE: This form is required to accompany each project.

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

2017 CDO
11/10/17

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: <p style="text-align: center;">Schools of Hope – Whole School Transformation Model (Traditional Public Schools) (TOP-3)</p> <p style="text-align: center;">TAPS NUMBER: 18A127</p>	<p style="text-align: center;">DOE USE ONLY</p> Date Received Project Number (DOE Assigned) <p style="color: blue; font-size: 1.2em;">050-90045-85201</p>								
B) Name and Address of Eligible Applicant: Palm Bay Elementary School (052081) 1200 Alamanda Road NE <i>Subject Board of Brevard Co</i> Palm Bay, FL 32905										
C) Total Funds Requested: \$ 1,580,000.00 <hr style="width: 50%; margin-left: 0;"/> <p style="text-align: center;">DOE USE ONLY</p> Total Approved Project: \$	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Contact Name: Dr. Teresa Wright</td> <td>Telephone Numbers: 321-633-1000 x350 321-633-1000 x678</td> </tr> <tr> <td>Fiscal Contact Name: Rachelle Parker</td> <td>E-mail Addresses: Wright.teresa@brevardschools.org Parker.rachelle@brevardschools.org</td> </tr> <tr> <td>Mailing Address: Brevard Public Schools 2700 Judge Fran Jamieson Way, Melbourne, FL 32940</td> <td>DUNS number: 364622886 FEIN number: 59-6000522003</td> </tr> <tr> <td>Physical/Facility Address: Brevard Public Schools 2700 Judge Fran Jamieson Way Melbourne, FL 32940</td> <td></td> </tr> </table>		Contact Name: Dr. Teresa Wright	Telephone Numbers: 321-633-1000 x350 321-633-1000 x678	Fiscal Contact Name: Rachelle Parker	E-mail Addresses: Wright.teresa@brevardschools.org Parker.rachelle@brevardschools.org	Mailing Address: Brevard Public Schools 2700 Judge Fran Jamieson Way, Melbourne, FL 32940	DUNS number: 364622886 FEIN number: 59-6000522003	Physical/Facility Address: Brevard Public Schools 2700 Judge Fran Jamieson Way Melbourne, FL 32940	
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Physical/Facility Address: Brevard Public Schools 2700 Judge Fran Jamieson Way Melbourne, FL 32940										
CERTIFICATION										
<p>I, <u>Desmond K. Blackburn, Ph.D.</u>, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p>										
E)	_____ Superintendent Title	_____ 11/21/2017 Date								

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:

Palm Bay Elementary (052081) Brevard Public Schools

B) DOE Assigned Project Number:

C) TAPS Number:

18A085

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
5100	120	Basic (FEFP K-12)--Classroom Teacher	1	\$ 454,226.00				
5100	140	Basic (FEFP K-12)--Substitute Teacher		\$ 16,000.00				
5100	642	Basic (FEFP K-12)--Noncapitalized Furniture, Fixtures, and Equipment		\$ 12,300.00				
6500	644	Instructional-Related Technology--Noncapitalized Computer Hardware		\$ 198,348.00				
6500	642	Instructional-Related Technology--Noncapitalized Furniture, Fixtures, and Equipment		\$ 6,379.00				
5100	730	Basic (FEFP K-12)--Dues and Fees		\$ 5,980.00				
6400	310	Instructional Staff Training		\$ 33,970.00				
5100	510	Basic (FEFP K-12)--Supplies		\$ 37,793.00				
5100	210	Basic (FEFP K-12)--Retirement		\$ 8,896.00				
5100	220	Basic (FEFP K-12)--Federal Insurance Contributions Act (FICA)		\$ 8,592.00				
5100	230	Basic (FEFP K-12)--Group Insurance		\$ 15,674.00				
5100	240	Basic (FEFP K-12)--Workers' Compensation		\$ 626.00				
6150	130	Parental Involvement--Other Certified	2	\$ 224,632.00				
6150	210	Parental Involvement--Retirement		\$ 17,792.00				
6150	220	Parental Involvement--Federal Insurance Contributions Act (FICA)		\$ 17,184.00				
6150	230	Parental Involvement--Group Insurance		\$ 15,674.00				
6150	240	Parental Involvement--Workers' Compensation		\$ 626.00				
6110	230	Attendance and Social Work--Group Insurance		\$ 15,674.00				

6110	240	Attendance and Social Work--Workers' Compensation		\$	626.00				
6300	120	Instruction and Curriculum Development Services--Classroom Teacher	2	\$	224,632.00				
6300	210	Instruction and Curriculum Development Services--Retirement		\$	17,792.00				
6300	220	Instruction and Curriculum Development Services--Federal Insurance Contributions Act (FICA)		\$	17,184.00				
6300	230	Instruction and Curriculum Development Services--Group Insurance		\$	31,348.00				
6300	240	Instruction and Curriculum Development Services--Workers' Compensation		\$	1,252.00				
6120	312	Guidance Services--Professional and Technical Services – In Excess of \$25,000		\$	60,000.00				
5900	120	Other Instruction--Classroom Teacher		\$	79,800.00				
5900	520	Other Instruction--Textbooks		\$	7,000.00				
6400	312	Parental Involvement--Professional and Technical Services – In Excess of \$25,000		\$	50,000.00				
D) TOTAL				\$	1,580,000.00				



DOE USE ONLY (Program)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name:

Signature:

Title:

Date:

DOE USE ONLY (Grants Management)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name:

Signature:

Title:

Date:



Project Performance Accountability Form – PALM BAY ELEMENTARY (0520181)

Definitions

- **Scope of Work-** The major tasks that the grantee is required to perform
- **Tasks-** The specific activities performed to complete the Scope of Work
- **Deliverables-** The products and/or services that directly relate to a task specified in the Scope of Work. Deliverables must be quantifiable, measurable, and verifiable
- **Evidence-** The tangible proof
- **Due Date-** Date for completion of tasks

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)
Hire Teacher on Assignment (TOA)	Teacher on Assignment will effectively implement, monitor and document return on investment (ROI) of Schools of Hope TOP 3 Initiatives.	Time and Effort Log	June 2019
AVID			
Initiate AVID Contract, purchase AVID materials	AVID Materials and Professional Service Contract	Purchase Orders	May 2018
Schedule AVID Leadership Pathways Training	Training materials, AVID implementation at Palm Bay Elementary (PBE). PBE staff will successfully integrate AVID to build upon and improve existing strategies to effectively engage parents in their child's learning environment and success.	Certificates of completion from instructional staff in attendance. Student work samples. Parent conference logs	August 2018
FACE TEAM			
Hire FACE Team: Social Worker, PBIS Coach, Social Worker, FACE Specialist	The FACE team will help leverage community resources to develop a network to support the whole child including academics and social emotional needs. Provide welcome packets for all parents visiting the school, including a community services directory, important school contact information, school calendar and coupons to local businesses.	Time and effort log(s) PD Training records Community Involvement sign-in sheets List of community partners and supports they have provided.	June 2018 June 2019

Develop collaborative agreement with Palm Bay Police Department for SRO support	SRO will provide educational programs to students, parents and staff as requested. SRO will provide security with visibility and presence in school buildings. SRO will build relationships with students and staff in the buildings and support the supervision of students. SRO will participate with FACE team to engage community members in the support of PBE families.	Time and Effort Log	June 2019
Develop and send parent survey to assess effectiveness of strategies	Create Survey Monkey Survey	Graphs, charts of results	October 2018
FACE team will develop and implement a Parent Academy. The Parent Academy will take place at the school and other community locations.	Parent academy training presentations and ancillary materials.	Extra duty pay records Attendance records Parent feedback forms	June 2018 June 2019
FACE team will focus on improving attendance for all students.	Attendance will improve in K-6. Less than 30% of the school will miss more than 10% of school days.	Charts and graphs of attendance data.	June 2018 June 2019
Purchase computer hardware under \$1000 as necessary to support grant implementation and increased student achievement. (Desktop computer for TOP Coordinator, FACE Specialist, Social Worker, PBIS Coach, Instructional Coach & School Resource Officer)	Computer hardware will help FACE team in coordinating community partnerships through communication improvement, creation of brochures and other documents to support engagement and partnerships outside of PBE.	Purchase orders	February 2018
Instructional Coach			
Hire additional instructional coach	New coach will plan, model, support, provide feedback and reflect with teachers to improve student engagement and achievement.	Baseline and progress monitoring classroom walkthrough and student achievement data. Time and effort log	June 2018 June 2019
Identify, Recruit, Retain, Reward (IRRR) Funding			
Use funding to identify, recruit, retain and reward instructional staff at PBE.	Less than 10% turnover in instructional staff.	Vacancies and performance ratings will be monitored for all instructional staff.	August 2018 June 2019

			Incentive pay will be documented as well as number of teachers retained each year.	
Purchase a YOGA laptop computer for each PBE teacher	Personalized laptop computers will increase collaborative planning capabilities, provide access to varying levels of complex text, and empower teachers to plan more efficiently.	Purchase orders Lesson plans	February 2018	
Teachers will receive stipends for extra duty pay when attending training and/or community events outside of the work day and/or contract year (\$22.50 per hour). [Budget Needs III, V, VII]	Teacher visibility and commitment to family engagement through participation in such events as parent academies, literacy nights, math engagement etc.	Attendance records Stipend pay receipts	June 2019	
Creation of Mindful School Program				
Purchase Mindful School program materials	Materials for select teachers	Purchase Orders	May 2018	
Schedule Mindful School program training	Training for select teachers	Course completion documentation	August 2018	
Purchase materials and create relaxation room	Relaxation room is created and being used.	Monthly log of number of students served.	June 2018 June 2019	
Summer Slide Camp				
Summer Slide Camp will be planned and implemented for Summer 2018 and 2019.	Palm Bay Elementary will replicate an existing model of Summer Slide Camp during Summer 2018 to set students up for success in the 2018-19 school year.	Baseline and progress monitoring student data will be collected. Attendance records.	August 2018 June 2019	
Professional Development				
Substitute teachers - provide teacher release time for training during the school day (\$12.50 per hour average). [Budget Needs II, III, IV, VIII]	Teachers will participate in observing coaches model lessons, professional development on standards-aligned instruction, AVID, and family literacy.	Training documents. Sign-in sheets. Sub forms	June 2019	
Provide each teacher an additional 40 hours of pay to participate in professional development activities during the week prior to regular 2018-19 preplanning week (est.	Professional development activities will be delivered during Summer Institute which will occur one week prior to pre-planning. These training opportunities will prepare teachers with the skills they need to start the new school year.	Payroll records Training documents Sign-in sheets	June 2019	

\$38 per hour x 40 x # of teachers) [Budget Needs I- X]			
Academic Parent Teacher Teams			
Initiate APTT Contract, purchase AVID materials	AVID Materials and Consulting Services Contract	Purchase Orders	May 2018
Schedule AVID Leadership Pathways Training	Training materials and records, APTT implementation at Palm Bay Elementary (PBE) – training schedules, parent/teacher team and individual meeting schedules.		
Digital Technology			
Purchase of 36-Bay Charging Cart for Laptops	Through an increased 1:1 technology initiative, students will have access to personalize the building of their background knowledge.	Student achievement results Lesson plans Purchase orders	November 2018
Purchase of laptop computers for student use (1:1) Through an increased 1:1 technology initiative, students will have access to personalize the building of their background knowledge.	Through an increased 1:1 technology initiative, students will have access to personalize the building of their background knowledge. Strategies will be used in conjunction with a district tech integrator, to build student background knowledge through digital technology.	Student achievement results Lesson plans Purchase orders	November 2018

School Board of Brevard County

2700 Judge Fran Jamieson Way • Viera, FL 32940-6601
Desmond K. Blackburn, Ph.D., Superintendent



November 30, 2017

MEMORANDUM

TO: Office of Grants Management
Florida Department of Education
325 W. Gaines Street, Room 332
Tallahassee, Florida 32399-0400

FROM: Teresa Wright, Ed.D., Director
Elementary Leading & Learning, Title I

RE: Schools of Hope TOP-3 Grant Application, Round 2

Please find enclosed all of the required Schools of Hope TOP-3 Grant Application components as listed in the request for proposal:

Competitive Application for Whole-School Transformation Model
(Traditional Public Schools) – TOP3
DOE 100A Project Application Form
TOP-3 Budget Development Tool
DOE 101S Budget Narrative Form
Project Performance Accountability Form.

This grant is being submitted on behalf of and in conjunction with the principal and staff of Palm Bay Elementary. Please contact Dr. Teresa Wright at (321) 633-1000, extension 350 if you have any questions or need additional information.

Teresa Wright, Ed.D., Director
Elementary Leading & Learning
Phone: (321) 633-1000, ext. 350 • FAX: (321) 631-3033



Competitive Application for Whole-School Transformation Model (Traditional Public Schools) – TOP 3

School Board of Brevard County

This form satisfies the requirements of Form TOP-3 in conjunction with Form TOP-2 (first-time DMT). Only districts seeking funding under the Schools of Hope program for traditional public schools should apply. This application is due August 15, 2017.

2081 - PALM BAY ELEMENTARY

WRAP-AROUND SERVICES THROUGH DISTRICT-MANAGED TURNAROUND

Part I: Needs Assessment

Item 1: Description of the needs assessment methodology and summary of the results to develop the whole-school transformation plan. Also, describe who participated in the formulation of this plan.

Methodology: The district used the Step Zero problem solving process to inform the needs assessment for the TOP-3. Needs assessment methodology includes Student Achievement Data, EDI Insight Survey Data, Parent Surveys, community input meetings, classroom walkthrough data, and Positive Behavior Support data.

Participants: District and School Leadership convened to discuss priorities of the needs assessment and how this information would inform next steps in the whole school transformation process. On August 8, 2017, Palm Bay Elementary (PBE) leadership met with district leaders to review needs and expectations of TOP-3 and discuss development of the whole-school transformation model. During the time period of November 16-29, 2017, Mike Mahl, PBE principal and Dr. Teresa Wright, principal supervisor for PBE, consulted through email, phone conversations and face-to-face meetings to discuss amendments to the original TOP-3 application for a Round 2 submission.

Faculty members were given opportunity to provide input via EDI Survey and interviews with the superintendent and assistant superintendent for Elementary Learning and Learning regarding turn around strategies necessary to improve student outcomes and the school culture.

The Palm Bay Elementary results of the annual district parent survey were used to inform the needs assessment for the turnaround plan. In addition, parents were provided opportunities to provide input to administration through face to face meetings, School Advisory Council, Title I parent nights, and daily communication with teachers. Vision-setting sessions provided an additional opportunity for families and community members to provide input.

Navigating this Application: To build cohesiveness, each section identifies strengths and opportunities for improvement based on the data collected. A budget needs section is presented at the end of Part I Needs Assessment. The budget needs listed represent those strategies that would be **NEW** to the improvement efforts already in place at the school. Budget Needs related to each item in the application are the listed at the end of each section.

Results of Needs Assessment: The results of the needs assessment are organized and reviewed through the 5Essentials for school success as defined by the Consortium on Chicago School Research at the University of Chicago Urban Education Institute. The 5Essentials are: 1) Effective Leaders; 2) Collaborative Teachers; 3) Involved Families; 4) Supportive Environment; and 5) Ambitious Instruction. The 5Essentials provide the baseline from which to work from in determining the scope of work



Turnaround Option Plan –3

necessary to achieve whole school transformation for the benefit of improved student achievement supported by standards-aligned instruction and well-defined family and community engagement structures. The 5Essentials also correlate with the areas of focus identified in the district-managed turnaround plan submitted in the TOP-2 document.

EFFECTIVE LEADERS (*TOP-2 Focus Area Correlation – School Leadership*)

STRENGTHS:

- New principal, Mike Mahl, was appointed effective June 1, 2017. Mr. Mahl has a proven track record at a high performing Title I school.
- Since his appointment to principal in June, Mr. Mahl has been meeting with parents and community members both individually and in small groups to listen to their concerns and ideas for school improvement. He is working on bridging the gap between home and school, building strong community partnerships that support academic rigor and increasing community support of wraparound services.
- Principal is adapting and promoting an attitude and culture of NO RESTRICTIVE LANGUAGE; collective efficacy. He is adopting the attitude and developing the school culture that all Palm Bay Elementary students are scholars and deserve the best education possible with well-trained teachers.
- Mr. Mahl and the two assistant principals have met regularly with teachers and families to assist in the needs assessment process.

OPPORTUNITIES:

- In 2017, 64% of parents surveyed responded “not well” or “minimally well” to the question, *How well does school leadership foster an environment in which staff, parents, and the community work together to improve student achievement?*
- Principal has a plan to maximize communication tools (e.g. Synervoice calls, emails, social media, apps) to communicate essential information and improve family engagement.

COLLABORATIVE TEACHERS (*TOP-2 Focus Area Correlation – Instructional Programs*)

STRENGTHS:

- Teachers are organized into teams and meet on a regular basis.
- Palm Bay Elementary has a mentoring program (Induction Program) for novice teachers and teachers new to the district.

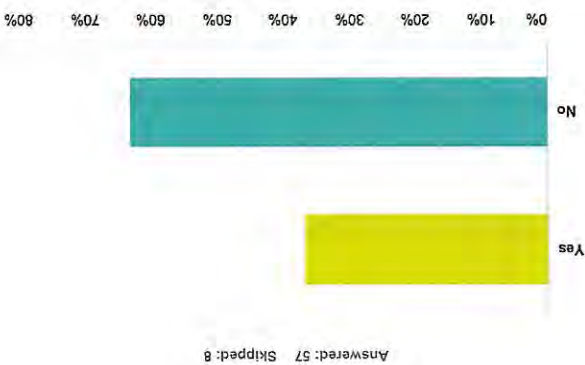
OPPORTUNITIES:

- Teachers need to understand student data and how to use it to drive instruction.
- Focused and purposeful planning structures are needed to ensure standards-aligned instruction.
- EDI survey results and teacher interviews with the school superintendent and assistant superintendent for Elementary Leading and Learning reveal teacher morale needs improvement.
- The rate of teacher turnover reveals a need for recruitment and retention of highly effective teachers and teaching assistants.
- District data shows quality teachers at high-needs schools leave after one to three years to transfer to other schools. This causes a continuous cycle of hiring new teachers. Currently, there are 6 new

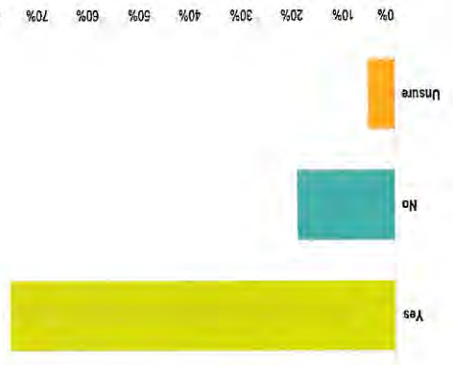
teachers at PBE (2 new to teaching, 4 new to Brevard) and 8 teachers in year 2 of the induction process.

INVOLVED FAMILIES (TOP-2 Focus Area Correlation – Increased Learning Time)

Q9 Have you been given opportunities to provide input and feedback into school decisions?
 Answered: 57 Skipped: 8



Q6 Did you attend a meeting this year where academic goals and activities were discussed with parents?
 Answered: 57 Skipped: 8



STRENGTHS:

- Parents are annually surveyed to create plans to sustain, improve, or enhance family engagement.
- 75% of parents attended school meetings where academic goals were discussed.
- 66% of parents surveyed report they help their child daily with homework.
- The new PBE principal has scheduled four parent input meetings for 2017-18. Parents are provided the opportunity to submit questions to be addressed in advance of the meeting.
- PBE has a classroom teacher serving as a business partner liaison. Current community and business partners include the following: Community Credit Union Bank; The Church of Our Savior, Greater God's House of Worship, Truth Revealed, Mt. Moriah Missionary Church and other local churches; Children's Hunger Project; Chick-fil-A; Texas Roadhouse; The Fountains; Sombremos; Sorrentos; Barnes N Noble; Chuck E. Cheese, etc.
- Repeated academic partnership with Northrop Grumman's Employee Relations Group called *Adalante*. These are Latino Northrop Grumman employees that work with the same grade 4-5-6 students in the FUSE Studio for mentorship as well as share their story about STEM careers.
- Florida Institute of Technology (FIT) and Mayo Clinic *InSciEdOut* partnership with Palm Bay Elementary School – work with 2nd grade teachers to provide an instructional module on Science Literacy where students learn to ask and answer their own scientific questions.
- Students know there is a partnership between the school and community resource, Club Esteem. Club Esteem hosts more than 100 students each day.

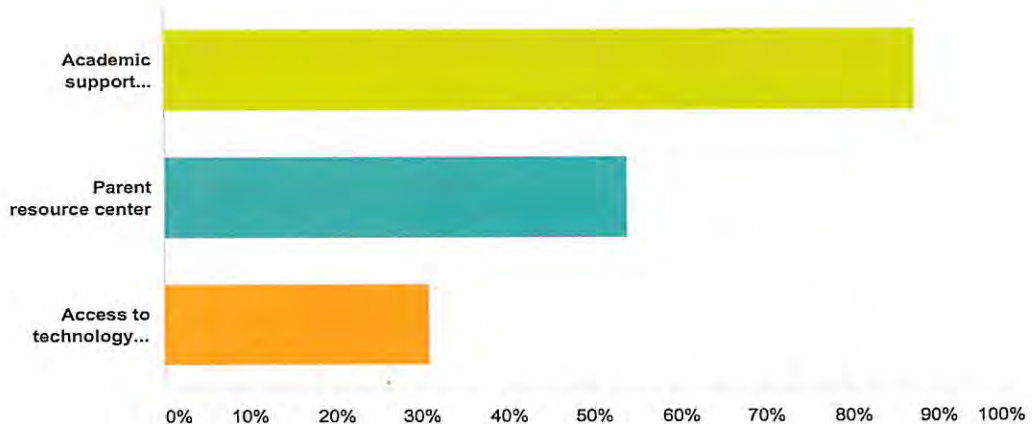
Turnaround Option Plan –3

OPPORTUNITIES:

- Parent survey data revealed parents do not generally perceive the campus as welcoming or that their concerns were heard.
- Parent survey data revealed parents desire increased engagement and more information about what students are learning/upcoming assessments.
- 63% of parents responded they have not been given opportunities to provide input and feedback into school decisions.
- 87% of parents responded they would use academic support materials if they were provided.
- Free and reduced lunch percentage (FR&L) has increased in the past year due to charter school proximity (more affluent families are transferring their children to charter school).
- District data shows approximately 70 PBE families receive student in transition/homeless support.
- There is an opportunity to build a partnership with FIT/Mayo Clinic on science literacy around modules on mental health/addiction. This has already been started with Dr. Yang, but could be expanded.

Q24 What types of family engagement resources would you use if they were provided at your school?

Answered: 39 Skipped: 26



Answer Choices	Responses
Academic support materials for families	87.18%
Parent resource center	53.85%
Access to technology resources to support family engagement	30.77%

SUPPORTIVE ENVIRONMENT

STRENGTHS:

- Positive Behavior Support is in year two of implementation. Teachers received training and schoolwide expectations were created 2016-17.
- School-wide behavior data is collected using *RTI-B* database.
- New this year is a fitness/sports based mentoring program Top Notch, aimed at addressing the needs of the most challenging 5th and 6th grade students who enjoy sports and activities but are finding school difficult. A health and wellness/sports expert from the community is leading the group in a healthy minds, healthy body type training.
- Students with one or more suspensions participate in counseling with school guidance personnel. These students are also paired with a mentor adult on campus and engaged in positive conferences, bimonthly at minimum.
- Two guidance counselors are involved in providing social-emotional support to students through counseling and family outreach programs.
- School counseling services are provided for students in the area of personal and social development. Counseling services may include, but are not restricted to, targeted individual counseling, small group counseling, classroom presentations to support academic success, social skills, stress and anger management.
- The counselor plans, implements and delivers district adopted school counseling curriculum, based upon Florida's School Counseling Framework through the coordination of school wide programs and grade specific classroom presentations, requiring articulation and consultation with administration, teachers, teams, families and/or students to assure all students' social-emotional needs are being met. School psychologist are available for short term solution focused counseling for students.

EWS - Grade Level	K	1ST	2ND	3RD	4TH	5TH	6TH	Total
Attendance <90	57	31	32	34	33	19	26	232
1 or more ISS or OSS	10	7	6	6	5	7	8	49
Course Failures	0	0	0	0	0	0	0	0
Level 1 in ELA or Math				49	58	36	35	178
Students exhibiting 2 or more indicators	6	2	2	23	22	13	15	83

OPPORTUNITIES:

- Early Warning System (EWS) indicators reveal attendance concerns in rising first graders specifically and in general throughout the whole school.
- *RTI-B* and *EWS* data reveal a need for implementation of a seamless Multi-tiered System of Support (MTSS) focused on an integration of social/emotional and academic supports to fluidly meet the needs of all students.
- Qualitative data also shows a need for support services to meet the physical, social and emotional needs of all students.
- Parent survey comments reveal a need for improved discipline throughout the school.
- Parent survey comments reveal a desire for a school resource officer at the school.

Turnaround Option Plan –3

AMBITIOUS INSTRUCTION (TOP-2 Focus Area Correlation – Instructional Programs, Assessments)

2017 ELA 3+	2016 ELA 3+	2015 ELA 3+	2017 ELA LG	2016 ELA LG	Diff	2017 ELA LG Low 25%	2016 ELA LG Low 25%	Diff	2017 MATH 3+	2016 MATH 3+	2015 MATH 3+	2017 MATH LG	2016 MATH LG	Diff	2017 MATH LG Low 25%	2016 MATH LG Low 25%	Diff	2017 SCI 3+	2016 SCI 3+	Diff	2016-17	3rd	3rd %	4th	4th %	5th	5th %	6th	6th %
38	36	40	48	45	3	47	41	6	31	31	39	41	47	-6	36	32	4	40	35	5	ELA Level 1	34	33%	43	42%	32	40%	28	28%
																					Math Level 1	41	39%	52	50%	22	27%	31	31%
																					ELA AND MATH L1	26	25%	37	36%	18	22%	24	24%
																					ELA LG			28	27%	30	37%	54	54%
																					Math LG			21	20%	24	30%	52	52%
																					Total Students	104		103		81		99	

STRENGTHS:

- ELA growth demonstrated in overall proficiency, learning gains and learning gains of lowest 25%.
- Math growth demonstrated in learning gains of lowest 25 %.
- Science growth (+5) demonstrated in overall proficiency.
- Two FUSE labs are available for use by teachers and students. These labs facilitate interest-driven STEM learning research and interest-driven learning with media and technology. Students in grades four through six participate in FUSE lab experiences. *FUSE Studios* is a researched-based project from Northwestern University with other locations in Silicon Valley California, Chicago and Helsinki, Finland. *FUSE Studios* are designed to be highly engaging ways for students to think critically, independently and creatively about STEM/STEAM problem-solving.
- A Northrup Grumman engineer comes to the school twice per month to support fidelity to the program.
- *InSciED Out* – Mayo Clinic partnership for improved rigorous science instruction. In the past two years select intermediate teachers have participated in science internships and science professional development provided by the Mayo clinic. This professional development has been put into practice and shared with other teachers through the assistance of Dr. Yang (community member and expert in neural health) from Mayo Clinic.
- Technology infrastructure exists to support closing the digital divide. Learners in upper grades are using technology in active, creative ways to support their learning instead of for passive content consumption.
- Systems are in place with *I-Ready*, district developed assessments, etc. to progress monitor students.
- District instructional coaches have worked with grade levels on guided reading instruction.
- Palm Bay Elementary (PBE) is in a feeder chain with a STEAM magnet middle and high school.

OPPORTUNITIES:

- Teachers need additional training and scaffolding to provide effective ELA and Math intervention strategies.
- The entire fourth grade teaching team is new to the grade level, some members new to the school.

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- Human Capital data reveals annual teacher turnover rates that lead to instruction that may lack quality due to new hires. New hires at the school include teachers both new to the profession and new to Brevard Public Schools.
- K-2 early literacy instruction - classroom walkthrough data gathered March 2017 reveals a minority of K-2 teachers instructing to the full intent of the state standard and promoting critical thinking.
- Student achievement data reveals a need to improve proficiency of students scoring 3+ in ELA, Math and Science
- Classroom walkthrough data shows a need for increased coaching in delivery of standards-aligned curriculum in all grade levels.
- FSA data shows higher numbers of students in 3rd and 4th grade scoring a Level 1 on FSA.
- Master schedule lacked opportunities for supplemental and intensive instruction outside of core content classes.
- Develop and monitor non-negotiables of ELA block.
- Office Discipline Referrals tracked in *RtIB* data base show 646 incidents for SY16-17 representing many hours of lost instructional time.

Progress Monitoring Data 3 rd – 6 th Grade											
Palm Bay Elementary			Not in Place			Partially in Place			In Place		
Indicators			Nov. 3, 2017			Jan. 26, 2017			Mar. 30, 2017		
Lesson reflects the full intent of the grade-level Standard(s).	2/13=15%	2/18=11%	4/22=18%	5/13=38%	9/18=50%	13/22=59%	5/13=38%	7/18=31%	5/22=23%	5/22=23%	5/22=23%
Tasks are aligned to the full intent of the grade-level standard(s).	3/13=23%	4/18=22%	6/22=27%	5/13=38%	8/18=45%	11/22=50%	5/13=38%	6/18=33%	4/22=18%	4/22=18%	4/22=18%
The teacher poses high quality questions designed to promote critical, independent, and creative thinking aligned to the standard.	5/13=38%	5/18=28%	12/22=53%	6/13=46%	6/18=33%	9/22=41%	2/13=15%	7/18=39%	1/22=5%	1/22=5%	1/22=5%
The teacher checks for understanding throughout the lesson to determine students' progression of mastery towards the standard.	4/13=31%	3/18=17%	8/22=36%	7/13=54%	9/18=50%	13/22=59%	2/13=15%	6/18=33%	1/22=5%	1/22=5%	1/22=5%
The teacher orchestrates conversation and tasks that incorporate accountable talk to show, tell, explain and prove reasoning.	7/13=54%	7/18=39%	17/22=77%	4/13=31%	7/18=39%	4/22=18%	2/13=15%	4/18=22%	1/22=5%	1/22=5%	1/22=5%
Teacher differentiates instruction based on student needs in progression towards mastery of the standard.	13/13=100%	9/18=50%	14/22=64%	0/13=0%	0/18=0%	3/22=14%	0/13=0%	9/18=50%	5/22=23%	5/22=23%	5/22=23%

Progress Monitoring Data K – 2 nd Grade			
Palm Bay Elementary		Not in Place	
Indicators		Mar. 30, 2017	
Lesson reflects the full intent of the grade-level Standard(s).	6/14=43%	6/14=43%	2/14=14%
Tasks aligned to the full intent of the grade-level standard(s).	8/14=57%	5/14=36%	1/14=7%
The teacher poses high quality questions designed to promote critical, independent, and creative thinking aligned to the standard.	8/14=57%	5/14=36%	1/14=7%
The teacher checks for understanding throughout the lesson to determine students' progression of mastery towards the standard.	5/14=36%	8/14=57%	1/14=7%
The teacher orchestrates conversation and tasks that incorporate accountable talk to show, tell, explain and prove reasoning.	10/14=71%	2/14=14%	2/14=14%
Teacher differentiates instruction based on student needs in progression towards mastery of the standard.	12/14=86%	0/14=0%	2/14=14%

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WHOLE SCHOOL TRANSFORMATION BUDGET NEEDS

The budget needs listed below were identified through a comprehensive needs assessment process represent funding for new programs and positions. Grant funds will be utilized to implement the strategies necessary for whole-school transformation.

BUDGET NEED 1: Teacher on Assignment (TOA). A Teacher on Assignment (TOA) will be hired to join the school leadership team to effectively implement, progress monitor and document Return on Investment (ROI) of Schools of Hope TOP-3 initiatives. The primary responsibility of the teacher employed in this position will be to oversee all aspects of the Schools of Hope grant and assure alignment of resources for the benefit of improved student achievement and family/community engagement. The TOA will serve as the school level contact for the grant and utilize the project performance accountability plan for monitoring and reporting purposes. The TOA will also serve as the AVID coordinator to manage all aspects of that program and ensure successful implementation.

BUDGET NEED 2: Advancement Via Individual Determination (AVID). Faculty input and parent survey data revealed parents desire knowledge of ways to academically support their students at home. Grant funding will assist in transforming the way families and teachers collaborate through implementation of AVID programs to create a supportive learning environment both at school and at home. The AVID program includes a *Student Success Skills* component designed to build these attributes in the classroom and at home. At school, students will learn organizational skills, note taking skills, to be goal oriented to show confidence in academic achievement and to take responsibility for their learning. At home, students will learn how to complete homework, use organizational skills, review class notes, talk to others about school and learning and know when they understand and when they do not. District resource teachers for family and community engagement will work closely with the PBE staff to successfully integrate AVID to build upon and improve existing strategies to effectively engage parents in their child's learning environment and success.

BUDGET NEED 3: Family and Community Engagement (FACE) Team. An increase in the number of students qualifying for free or reduced price lunch, discipline data and input from stakeholders reveal a need for socio-emotional and mental health support as well as, improved family and community engagement. While PBE has already established partnerships with local businesses, the FACE team, including a Positive Behavior Intervention Support (PBIS) Coach, Social Worker, FACE Specialist and School Resource Officer will help leverage these resources to develop a network to support the whole child including academics and meeting social emotional needs. Additionally, the long range plan of the FACE team is to build a sustainable network of community partnerships to provide wrap around services that support families in improving the lives of PBE students to achieve lifelong success.

BUDGET NEED 4: Instructional Coach. Classroom walkthrough and student achievement data support the need for an instructional coach to provide side-by-side training across all content areas to both new hires and experienced teachers. An additional instructional coach will provide on-site

mentoring and coaching for new teachers. The use of an instructional coach in this manner will build teacher capacity that will extend beyond the conclusion of the grant funding.

BUDGET NEED 5: Identify, Recruit, Retain, Reward (IRRR) Funding. Bonuses to retain current effective and highly effective teachers and to recruit new teachers of diverse backgrounds will be paid from Schools of Hope funds. The designation of effective or highly effective will be based on the district Summative Part 2 which combines the VAM score with the district evaluation scoring system.

BUDGET NEED 6: Creation of Mindful School Program. Scholarly research finds that mindfulness practice decreases stress and anxiety, increases attention, improves interpersonal relationships, strengthens compassion, and confers a host of other benefits. Toxic stress is often evident in fragile schools in both the teachers and students. This program lends itself to improving the social-emotional health of all stakeholders.

- Teachers - When teachers learn mindfulness, they not only reap personal benefits such as reduced stress and burnout but their schools do as well. In randomized controlled trials, teachers who learned mindfulness reported greater efficacy in doing their jobs and had more emotionally supportive classrooms and better classroom organization based on independent observations.
- Students - Studies find that youth benefit from learning mindfulness in terms of improved cognitive outcomes, social-emotional skills, and well-being. In turn, such benefits may lead to long-term improvements in life. For example, social skills in kindergarten predict improved education, employment, crime, substance abuse and mental health outcomes in adulthood.

BUDGET NEED 7: Summer Slide Camp. Summer learning loss can cost students up to two months of reading achievement and math equivalency. Brevard Public Schools has a successful model of a summer slide camp at a high needs Title 1 school that will be replicated at PBE during Summer 2018 to set students up for success in the 2018-19 school year.

BUDGET NEED 8: Professional development. Teachers will receive after duty pay to attend targeted professional development to support building their capacity to provide standards-aligned instruction. When appropriate, substitute funding will be used to enable training during the school day. The professional development to be provided through grant proceeds include, but are not limited to AVID, Academic Parent Teacher Teams (APTT), Mindful Schools, Poverty Simulation, standards-aligned instruction, guided reading, Eureka math.

BUDGET NEED 9: Digital Technology. Most Palm Bay Elementary students do not have access to a computer at home. Increasing the number of devices available will meet the school's goal of providing a 1:1 environment to enhance the learning and teaching in all classrooms. Personal laptops will allow for increased crafting of student background knowledge and improve student abilities to access complex text.

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BUDGET NEED 10: Academic Parent Teacher Teams (APTT). Academic Parent-Teacher Teams (APTT) is a model of family engagement that is grounded in the notion that schools can thrive when families and teachers work together, as genuine partners, to maximize student learning inside and outside of school. The model, with training offered by WestED, is researched-based and aligns grade level learning concepts, student performance data, and family-teacher communication and collaboration. The APTT model supplements and elevates the efforts of traditional parent conference by expanding opportunities for families and teachers to collaborate, thus providing a supportive environment for all stakeholders.

Item 2: Explain how the school is going to leverage community assets, improve school and community collaboration, and develop family and community partnerships.

Palm Bay Elementary will leverage community assets, improve school and community collaboration, and develop family and community partnerships to achieve the school mission and vision that stakeholders were involved in updating in 2016-17:

Mission – Our mission is to empower our diverse community to lead and learn.

Vision – Our vision is to be the first choice for innovative leaders and learners.

The following strategies and activities will support the whole-school transformation necessary to attain student achievement at or above desired levels:

LEVERAGE COMMUNITY ASSETS

- PBE has already established contacts with local and national business partners to support STEM initiatives. These partners and description of the partnership are listed below:
 - Northrup Grumman – Engineers volunteer in 4th – 6th grade twice a month facilitating engineering design challenges, mentoring and sharing their stories about getting involved in a STEM career. Volunteers from this program are members of the *Adalante* Employee Relations Group – whose membership consists of Latino engineers and employees.
 - Local resident, and Mayo Clinic post-doctoral fellow, Dr. Joanna Yang, supports intermediate students in science/literacy based module on mental health addiction. Based on rigorous, integrated curriculum written by the Mayo Clinic and Palm Bay Elementary (PBE) teachers, Dr. Yang and the teachers engage students in hands-on science where the students use zebrafish to ask and answer questions about mental health and addiction. Units culminate in a professional style poster session where the students present their research to their school community.
 - Wolf Trap Early Learning through the Arts Artist in Residency – through a sponsorship by Northrup Grumman. Renowned puppeteer, teacher and performer Penny Russell worked with early grade students and teachers in October, 2017 using puppetry for literacy, classroom management and engagement.

IMPROVE SCHOOL AND COMMUNITY COLLABORATION

- PBE has already established a relationship with community partners aimed at improving academic achievement and life skills of students. These partners and description of the partnership are listed below:

- Club Esteem - Club Esteem is a non-profit organization that provides free after-school programming Monday through Friday from 2:30-6:30 PM, as well as summer activities, to students in grades 1-12 living in economically disadvantaged communities. Club Esteem offers quality programs that develop academic and social skills in a safe, caring, and structured environment. Club Esteem is committed to helping children and their families obtain real and lasting success and create meaningful change in their community. Club Esteem challenges them to dream, hope, and believe they can reach their full potential and accomplish their goals with determination, tenacity, fortitude, and hard work--no matter what the circumstance. Over 50 PBE families attend events and receive tutoring at Club Esteem. A recent meeting between PBE and Club leadership revealed a NEED for improved communication between school and tutors to support alignment between classroom and tutoring instruction. Additionally, standards-aligned tutoring resources are needed. PBE wants to hold training sessions for Club Esteem tutors to support extended learning opportunities at Club Esteem. This partnership could also be leveraged to increase PBE family attendance and Club Esteem volunteers.
 - Current community and business partners and programs include the following: Community Credit Union Bank; The Church of Our Savior, CenterPointe Church, Greater God's House of Worship, Truth Revealed, Mt. Moriah Missionary Church and other local churches; VALIC; Horace Mann; Grand Canyon University; Chick-fil-A; Texas Roadhouse; The Fountains; Sombreros; Sorrentos; Barnes N Noble; Chuck E. Cheese; Captain Wattage; Keep Brevard Beautiful; March of Dimes; Brevard Schools Foundation; Junior Achievement; Cady Studios; guest presenters for Career Day; METBOR Education (formerly Contrax Furniture); The Hunger Project; Rolling Readers; Einstein Brothers Bagels; the Fab Lab; Acom Mini Storage; PIP Printing; March of Dimes; Puerto Rican Day Parade event; Harris Corporation; Miller & Hurt Financial Group; Amy B. Van Fossen, P.A. law office; and the local author's Theatre Group. Although PBE has a current business partner contact, this person also serves as the teacher for the gifted student program. PBE would benefit from a person dedicated solely to reaching out to community members with the school's prioritized needs.
 - Palm Bay Police Athletic League – This not-for-profit organization is dedicated to the social development of youth. The mission of PAL is to provide positive programs to assist youth in improving the quality of life in the community. PAL equips youth with the life skills needed for successful living through athletic, educational, social and wellness programs.
- DEVELOP/MAINTAIN FAMILY AND COMMUNITY PARTNERSHIPS**
- Provide Academic Parent-Teacher (APTT) training for teachers and administrators to transform traditional parent conferences by expanding opportunities for families and teachers to collaborate. APTT is a researched-based parent engagement model that aligns grade-level learning concepts, student performance data and family-teacher communication and collaboration.
 - New this year, is the introduction of a *Magnus Dads* program that emphasizes the role of a father or father-figure in a child's life. This program encourages dads to be more involved and proactive in supporting their children's education. A community leader works closely with the school principal to operate the program.
 - Faith based partnerships are started with CenterPointe Church and Church of Our Saviors where Title I family nights are held.



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- Two guidance counselors actively work to network with community resources to provide for students with social-emotional and food/clothing/shelter needs.
- The Palm Bay Elementary school principal reserves part of the total Title I budget to improve family engagement services such as materials needed for family meetings/activities. Decisions on how to best utilize these funds are based on information gained through the annual Parent Survey, the annual Title I Meeting, and parent evaluations collected during family events.
- District Family and Community Engagement specialists have already implemented a *COMMUNITY ACTION POVERTY SIMULATION* at another fragile TOP school. This training experience provided by district personnel with community agency volunteers bridges that gap from misconceptions to understanding. This is an interactive, immersion experience that sensitizes participants to the realities of poverty. This simulation will be completed at PBE in 2018 and opens the doors to improved understanding of school families and the realities faced daily.

The **budget needs** that will support the school’s efforts to leverage community assets, improve school and community collaboration, and develop family and community partnerships are as follows:

- **BUDGET NEED 2: Advancement Via Individual Determination (AVID) Program.** The implementation of AVID will assist in transforming the way families and teachers collaborate to create a supportive learning environment for students.
- **BUDGET NEED 3: Family and Community Engagement (FACE) Team.** The FACE team, including a Positive Behavior Intervention Support (PBIS) Coach, Social Worker, FACE Specialist and School Resource Officer will help leverage these resources to develop a network to support the whole child including academics, and social emotional needs.
- **BUDGET NEED 10: Academic Parent Teacher Teams (APTT).** The implementation of APTT will support teachers as they work to develop collaborative partnerships with parents based on common goal setting for individual students.

Part II: Implementation Plan

A. Areas of Assurance for Whole-School Transformation Plan

Below are the six key areas of assurance selected by the district based upon the school’s needs assessment to implement a whole-school transformation model.

The school will:

1. Provide wrap-around services that develop family and community partnerships
2. Increase parental involvement and engagement in the child’s education
3. Establish clearly defined and measurable high academic and character standards
4. Identify a knowledge-rich curriculum that the school will use to focus on developing a student’s background knowledge
5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

The school district will:

6. Identify, recruit, retain, and reward instructional personnel.

Item 3: Explain the strategies the school will implement to provide wrap-around services that develop family and community partnerships.

WRAP-AROUND SERVICES THAT DEVELOP FAMILY & COMMUNITY PARTNERSHIPS

The school district will empower Palm Bay Elementary (PBE) to create and foster partnerships that align human and social resources to student and family needs by providing training and empowering staff to be agents of family engagement. Despite the hard work of educators, too many students encounter barriers that prevent them benefiting from quality instruction. These barriers include social, emotional, and behavioral issues, as well as factors related to poverty, family support, school climate, safety, substance abuse, mental health, community issues, and attendance. For students dealing with these challenges, instruction alone is not enough to help all students succeed.

The availability of comprehensive wrap-around services is critical for student success. Proceeds from the TOP-3 grant will enable the school to add the additional services necessary to ensure students receive the critical social, emotional, and behavioral supports in the most cost-effective way. The following strategies will support these partnerships:

1. PBE Leadership, guidance counselors and FACE team will create and share a vision with the staff, families and community members providing an overview of research and implementation strategies that demonstrate the impact of students, families and community working together. They will create a brochure which includes a wish list to share with local businesses informing them of all the ways they can be involved with the school.
2. PBE Leadership, guidance counselors and FACE team will map current services available at the school to identify both gaps and duplication of services.
3. Development of a **Family and Community Engagement (FACE) Team** will secure and utilize resources to support the school and student achievement. This team will consist of the following roles:

FACE Specialist: This role will help leverage these resources to develop a network to support the whole child including academics, and social emotional needs. The FACE Specialist will also leverage additional local STEM-related companies to infuse PBE with needed resources such as furniture, equipment, technology, and volunteers to support the building of 21st century learners.

Social Worker: This team member will assist to provide wrap around services so that each child has an adult in the building who knows their background. This role will assist the school in planning and providing family engagement activities. The social worker will support families in locating community resources personalized to their needs.

Resource Officer: This role will support student attendance by helping to manage truancy and through establishing meaningful relationships with students and staff. This role will proactively interact with the school community to build relationships that build respect for law enforcement

PBIS Coach: This team member will teach and model best behavior practices with families, students, teachers, and leaders. Participation with the FACE team to leverage community resources will be expected.

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4. FACE team will develop and implement a **Parent Academy**. The Parent Academy will take place at the school and other community locations. Topics for the monthly parent academies taking place over the two years of TOP-3 funding may include:
- Getting to know the school and school leadership
 - How to communicate with teachers
 - Supporting discipline at home
 - ESE/504/gifted students
 - Community resources
 - Guest speakers from community
 - Police as partners
 - Social Media safety
 - Couponing
 - Finances/budgeting
 - Parenting Partners – Joining forces with other parents just like you

5. **Linking families to community resources**

The Palm Bay Community has many resources that could benefit struggling families at Palm Bay Elementary. The FACE Team would provide the personnel that establish a strong link between the needs of PBE families and the community resources. The following are resources that will be accessed for families:

- Brevard Health Alliance – Medical/Dental
- Children’s Advocacy Center of Brevard (211) – links to Transportation, Shelter etc.
- Palm Bay Police Department – Car Seats, Bike Helmets, etc.
- Local Food Ministries
- Circles of Care/Children’s Home Society – Counseling
- Serene Harbor – Domestic Violence
- Career Source Brevard – Jobs
- Brevard C.A.R.E.S. – Parenting and Family Support
- Grandparents Raising Grandchildren - Parenting and Family Support
- Healthy Families Brevard - Parenting and Family Support

Primary **budget need** for the strategies listed under this item:

- **BUDGET NEED 3: Family and Community Engagement (FACE) Team.** The increase in the number of students qualifying for free or reduced-priced lunch, EWS data and input from stakeholders reveal a need for socio-emotional and mental health support as well as, improved family and community engagement. While PBE, has already established partnerships with local businesses, the FACE team, including a Positive Behavior Intervention Support (PBIS) Coach, Social Worker, FACE Specialist and School Resource Officer will help leverage these resources to develop a network to support the whole child including academics, and social emotional needs. Additionally, the long range plan of the FACE team is to build a sustainable network of community partnerships to provide wrap around services that support families in improving the lives of PBE students to achieve lifelong success.

Item 4: Explain the strategies the school will implement to increase parental involvement and engagement in the child's education.

A variety of strategies will be implemented to increase parental involvement and engagement in the child's education. Parents will be provided with the tools and understanding necessary to partner effectively with Palm Bay Elementary (PBE) staff. PBE Leadership recognizes the importance of developing relational trust among stakeholders by first identifying and articulating to school teachers and staff the priorities and purpose for family engagement.

The cornerstone of the school's efforts to increase parental involvement and engagement will be the adoption of *Academic Parent Teacher Teams (APTT)* as the school model for family engagement. Research-based APTT is grounded in the idea that schools thrive when families and teachers work together, as genuine partners, to maximize student learning inside and outside of the school. The APTT format creates a systematic pathway for teachers to share grade-level information, tools, and strategies that families can apply at home and in the community to accelerate student learning. Teachers and families develop partnerships aligned to individual and school improvement goals by participating in team meetings and individual sessions.

Schools of Hope grant funds will be used to pay the total cost of implementing APTT. On-site consultants will provide the training, materials, and coaching necessary for an effective implementation. Teachers and the school leadership team will understand and be able to apply current research and best practices to engage families in supporting student learning by attending and participating in *WestEd* delivered APTT professional development.

The following priorities include strategies, practices and resources that support academic, physical, social and emotional partnerships between families and the school to ensure student success. The priorities below also address barriers identified through parent surveys and meetings with the new school leadership team. These priorities are as follows:

1. COLLABORATION:

- Implement Academic Parent Teacher Teams (APTT) for school year 2018-19. Teachers will facilitate three 75-minute team meetings during the year – each consisting of the teacher meeting with the families of all of the teachers' students. In addition, once per year for each student, the teachers will hold a 30-minute individual session with the student and the student's family to provide individualized, personal support.
- The Title I Contact in collaboration with the Family and Community Engagement (FACE) Specialist will coordinate resources and services for students, families and the school with businesses, agencies and other groups.

2. RELATIONSHIPS:

- APTT team meetings and individual sessions will provide opportunities for families and teachers to deepen their relationship as partners, discuss each student's progress at home and



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at school, and collaboratively create a course of action to support student growth and improvement.

- School personnel will make home visits to build relationships and foster family engagement.
- The school will host a variety of “getting to know us” events to foster the school/family relationship.
- School administration will identify and address barriers to the development of meaningful, productive relationships with Palm Bay Elementary families.

3. COMMUNICATION:

- Communication is key in building relationships with families. Trust will be built through transparent communication of resources available, services provided and evaluation of programs developed. APTT team meetings and individual sessions will provide expanded opportunities for communication centered on student goals and outcomes.
- Ongoing interactive two-way communication in multiple languages will be supported through parent organizational meetings held at flexible times, emails, social media and newsletters. Teachers will communicate through conferences, phone, email and student planners on a regular basis (each grade level sends home a newsletter at least six times each year). The school will utilize Facebook, the school website, newsletters, a call out system, stickers, and email to communicate with families.

4. LEARNING AT HOME THROUGH PARENT EDUCATION:

- The school will provide resources and strategies for parents to support their children in learning activities at home, including homework and other curriculum-related activities.
- Through school-community partnerships, such as Club Esteem, facilitate families’ access to community-based programs (e.g., health care and human services) to ensure that families have resources to be involved in their children’s education.
- Establish school-business partnerships to provide students mentoring, internships and onsite, experiential learning opportunities.
- Invite community partners to share resources at annual open houses or parent-teacher conferences.
- Expand Parent Resource Room at the school. Title I funds have been used to purchase a variety of materials to assist our families with working with their children. The materials are updated annually and can be checked out by any family at Palm Bay Elementary. The Title I team is available to assist parents with choosing and checking out materials

5. CREATING A WELCOMING SCHOOL CLIMATE:

Provide a personal greeting and welcome packet for all parents visiting the school, including a community services directory, important school contact information, school calendar and coupons to local businesses.

- Have teachers make personal contacts with families through e-mail, phone calls or home visits.

• BUDGET NEED 3: Family and Community Engagement (FACE) Team. The FACE team, including a Positive Behavior Intervention Support (PBIS) Coach, Social Worker, FACE

are as follows:

The budget needs that will support the school's efforts to increase parental involvement and engagement

feedback based on their perceptions of school through their child's eyes.

- Parents will be invited to serve on the PBIS team. The parent role is to provide input and sensitive and relevant.
- Families will be invited to provide input or feedback which insures school PBIS expectations are culturally positive, proactive manner.
- Families will be involved in the PBIS development and implementation process. Families will work together to identify clear expectations and rules for home that will support students in a rules across school settings PBE may host a family night during which families and students children's success both at school and home. For example, after identifying expectations and PBE's FACE team and staff will work toward building "supports" for families to assist in one avenue that lets them in the door.
- PBE will provide monthly or quarterly recognition ceremonies to celebrate the social and behavioral success of students and specifically invite families to attend.
- Although such celebrations are fairly common for recognizing student academic success, celebrating social success may be innovative. In some cases, families who have never previously participated in school functions find the behavioral recognition ceremonies to be one avenue that lets them in the door.
- PBE's FACE team and staff will work toward building "supports" for families to assist in children's success both at school and home. For example, after identifying expectations and rules across school settings PBE may host a family night during which families and students work together to identify clear expectations and rules for home that will support students in a positive, proactive manner.
- Families will be involved in the PBIS development and implementation process. Families will be invited to provide input or feedback which insures school PBIS expectations are culturally sensitive and relevant.
- Parents will be invited to serve on the PBIS team. The parent role is to provide input and feedback based on their perceptions of school through their child's eyes.

ACTIVITIES

ENGAGING FAMILIES IN POSITIVE BEHAVIOR INTERVENTION SUPPORT (PBIS)

6. PROVIDE A VOLUNTEER PROGRAM ORIENTATION to inform families how they can become a volunteer and various opportunities to volunteer in the school. This event is offered to promote family engagement in the school. Parents are given an opportunity to interact with their children and the school staff in a positive way to build relationships. The Title I team is responsible for coordinating this event. Parents are asked to complete a brief survey after the event.
- Non-instructional staff receive training in customer service as an aid to building relationships with all stakeholders based on service and support.
- Hold an open house, prior to school opening, at which families can meet their children's teachers, tour the school building and meet other parents.
- Provide child care to enable families to attend school-sponsored, family-involvement events.
- Offer translators to welcome and assist families during school activities.
- Provide workshops and materials for parents on typical development and appropriate parent and school expectations for various age groups.
- Print suggestions for parents on home conditions that support learning at each grade level.
- Partner with local agencies to provide regular parenting workshops on nutrition, family recreation or communication.

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Specialist and School Resource Officer will help leverage these resources to develop a network to support the whole child including academics, and social emotional needs. Additionally, the long range plan of the FACE team is to build a sustainable network of community partnerships to provide wrap around services that support families in improving the lives of PBE students to achieve lifelong success.

- **BUDGET NEED 8: Professional development.** For this item, professional development is needed for implementation of Academic Parent Teacher Teams (APTT). Each teacher will receive up to 10 hours of extra-duty pay to plan for and conduct a total of four meetings (three team, one individual) for the parents of students in their classroom.
- **BUDGET NEED 10: Academic Parent Teacher Teams (APTT).** The cornerstone of the school’s efforts to increase parental involvement and engagement will be the adoption of *Academic Parent Teacher Teams (APTT)* as the school model for family engagement.

Item 5: Explain the strategies the school will implement to establish clearly defined and measurable high academic and character standards.

Florida’s plan of action for educating children for the 21st Century is focused on rigorous, standards-based instruction. The leadership, teachers and staff at Palm Bay Elementary (PBE) work to prepare students for the 21st Century through implementation of high academic and character standards. The alignment of Florida’s standards and assessment has progressed from one that is based on student ability, to one that is focused upon the cognitive demands associated with standards and instruction. Research by the Department of Education has determined that just teaching the standards is not enough to help students succeed with college and career readiness. Therefore, PBE has adopted “Webb’s Depth of Knowledge Model” to ensure instruction meets the complexity of the standards. It is this addition to the standards that now has teachers unsure and feeling inadequately trained to deliver complex instruction and to provide the support students need to succeed with complex learning. The Bill and Melinda Gates Foundation reported that teachers know about the standards but only 22% feel prepared to teach them. More than 79% felt they needed professional development to teach them effectively.

English Language Arts (ELA):

There are 120 minutes of literacy instruction daily. This time block is broken up into two main segments: reading (also known as the 90 minute reading block) and literacy (writing 30 minutes). In addition, 30 minutes of intervention time is provided for level 1 students four times per week. Our standards require writing to be heavily blended with reading instruction. During the reading block, teachers are instructing students on how to use writing as a tool to analyze text, respond to text, conduct research, and make text-based connections that are supported by citing textual evidence. Direct instruction of the writing process and conventions of standard English takes place during literacy instruction.

Through the guidance of district created Standards Focus Documents (pictured below) and the district instructional coaches’ partnership with a school-based literacy coach, teachers have worked to place many

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valuable structures into the English Language Arts instruction.

Third Grade Standards Focus Document: First Nine Weeks

Literature		Reading Comprehension	
<ul style="list-style-type: none"> 1 Extended text 2-4 Short Texts Building a reading community Read-aloud excerpts and chapter books 	<ul style="list-style-type: none"> 2 Close Reading Cycles Occasional opportunities to pair with informational texts Supporting Standards Opportunities for speaking and listening Opportunities to respond to text with writing (narrative, informative, and opinion to demonstrate learning) Culminating performance task 	<ul style="list-style-type: none"> 1 Extended text 2-4 Short Texts Building a Reading Community 2 Close Reading Cycles Occasional opportunities to pair with literary texts Opportunities for speaking and listening Opportunities to respond to text with writing (narrative, informative, and opinion to demonstrate learning) Culminating performance task 	<ul style="list-style-type: none"> 1 Extended text 2-4 Short Texts Building a Reading Community 2 Close Reading Cycles Occasional opportunities to pair with literary texts Opportunities for speaking and listening Opportunities to respond to text with writing (narrative, informative, and opinion to demonstrate learning) Culminating performance task
<ul style="list-style-type: none"> A Fine, Fine School (11) The Tale of Cardigan Jones (12) Destiny's Gift (13) Tops and Bottoms (17) Teacher-selected extended text Achieve the Core First Day Jitters 	<ul style="list-style-type: none"> Read Works The Story of the Three Little Pigs (150) A Classroom in the Classroom (160) Young Thomas Edison (110) Technology Wins the Game (111) ATU Available A Tree is Growing (118) Life on the Ice (120) Surviving Mount Everest (125) Life on the Ice Life on the Ice Read Works Bio-Benefits: A Livable Planet (190) Science Levelled Readers (National Geographic) Piggyback Plants ELFAS Life Stages of a Butterfly LDC Module For the People by the People 	<ul style="list-style-type: none"> Read Works Bio-Benefits: A Livable Planet (190) Science Levelled Readers (National Geographic) Piggyback Plants ELFAS Life Stages of a Butterfly LDC Module For the People by the People 	<ul style="list-style-type: none"> Read Works Bio-Benefits: A Livable Planet (190) Science Levelled Readers (National Geographic) Piggyback Plants ELFAS Life Stages of a Butterfly LDC Module For the People by the People
<ul style="list-style-type: none"> 4-5 Weeks of instruction Gradual release with narrative elements and techniques Mentor Texts as exemplars Use of student exemplars 1-2 complete writing pieces Conventions applied to writing 	<ul style="list-style-type: none"> 4-5 Weeks of instruction Gradual release with narrative elements and techniques Mentor Texts as exemplars Use of student exemplars 1-2 complete writing pieces Conventions applied to writing 	<ul style="list-style-type: none"> 4-5 Weeks of instruction Gradual release with narrative elements and techniques Mentor Texts as exemplars Use of student exemplars 1-2 complete writing pieces Conventions applied to writing 	<ul style="list-style-type: none"> 4-5 Weeks of instruction Gradual release with narrative elements and techniques Mentor Texts as exemplars Use of student exemplars 1-2 complete writing pieces Conventions applied to writing
<ul style="list-style-type: none"> Focus Standard LAFS.3.RL.1.1 Option Standard LAFS.3.W.1.1 Supporting Standard LAFS.3.W.3.8 Research Conventions applied to writing 	<ul style="list-style-type: none"> Focus Standard LAFS.3.W.1.1 Option Standard LAFS.3.W.3.8 Supporting Standard LAFS.3.W.3.8 Research Conventions applied to writing 	<ul style="list-style-type: none"> Focus Standard LAFS.3.W.1.1 Option Standard LAFS.3.W.3.8 Supporting Standard LAFS.3.W.3.8 Research Conventions applied to writing 	<ul style="list-style-type: none"> Focus Standard LAFS.3.W.1.1 Option Standard LAFS.3.W.3.8 Supporting Standard LAFS.3.W.3.8 Research Conventions applied to writing
<p>Standards that Support All Writing Types: LAFS.3.W.2.4, LAFS.3.W.2.5, LAFS.W.4.10</p>			
<p>Language, Speaking & Listening, and Foundational Skills</p>			
<ul style="list-style-type: none"> Conventions LAFS.3.L.1.b-c, L11 Focus Standards LAFS.3.L.2.a-d 	<ul style="list-style-type: none"> Speaking & Listening LAFS.3.SL.1.1-b-c Focus Standards LAFS.3.SL.1.1-b-c 	<ul style="list-style-type: none"> Knowledge of Language LAFS.3.L.2.3.a-b Focus Standard LAFS.3.L.2.3.a-b 	<ul style="list-style-type: none"> Vocabulary & Word Study LAFS.3.L.3.a-a Focus Standards LAFS.3.L.3.a-c Foundational Skills LAFS.3.L.3.a-c
<p>Prefixes: mis-, re-, un-, semi- Suffixes: -able, -ible</p>			
<p>Word relationships (synonym/antonyms)</p>			

Through the introduction of the new standards, teachers worked to integrate the shifts associated with the standards. Professional development has focused on increasing student exposure to non-fiction text, connecting reading and writing, increasing text complexity, and responding to a variety of text through writing. These shifts have been evident in classroom instruction and assessment.

Teachers discuss best practices during their collaborative team meetings. Students are writing in response to text across all content areas. These objectives helped to support the improvement some grade levels demonstrated on the district required ELA Assessment, which incorporates reading and writing into one assessment. Students are assessed in their ability to read text and answer through multiple choice answers, short response items, and extended response items. Low achievement results have prompted our teachers to reflect on standards and instruction.

Through the Multi-Tiered System of Support (MTSS) and collaborative grade level meetings, teachers work with the literacy coach and guidance to analyze results and discuss expectations of the standards and rubrics. Grade levels work together to score student writing for content and conventions. Meetings with school administrators and teacher leaders revealed that instruction really needed to focus on enhancing Tier I instruction, more specifically, providing evidence from complex text when responding in oral or written expression.

ELA instruction is supported by the use of a variety of resources. Teachers this year will use Florida Journeys to teach district developed Adapted Text Units. This is a blended reading and writing literacy program that focuses on the Language Arts Florida Standards. Standards Focus Documents are for teacher



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use when planning lessons. Teachers use this guide to assist with pacing of reading/writing instruction, locating quality resources, and assessing student mastery. In addition, teachers have *Standards Spirals*, *Steps to Quality Questioning*, *Quality Questioning*, *Common Core Companion*, and *Developing Sentence Imitation* resources to assist with planning quality ELA instruction. The *iReady* software program is being used this year as a diagnostic and instructional support tool.

Summer Slide Camp: PBE will run Summer Slide Camp for K-5 students working below grade level. This camp will focus on literacy strategies and will be taught by highly effective teachers with a proven track record in improving students' reading comprehension. Students will receive books and incentives as part of their experience. Brevard Public Schools has a successful model of a summer slide camp at a high needs Title 1 school that will be replicated at PBE Summer 2018 to set students up for success in the 2018-19 school year. Students will attend the camp for five hours a day for 28 days during June and July.

Math: The Mathematics Florida Standards (MAFS) K-6 drives mathematics instruction at PBE. Along with the district adopted program, research-based materials that are encouraged through the district pacing guide (*Super Source*, *Van de Walle* and *Thinking Maps*). This investigative type of learning allows students to experiment with math concepts, therefore creating true mathematicians that understand and apply mathematical thinking in any situation. District math instructional coaches and school administration has reviewed the daily schedules for teachers and earmarked more time for instruction in math. By setting aside additional time for math, teachers are increasing the opportunity for students to attend to the eight shifts of mathematical practices, which encourages inquiry-based problem solving. The district resource math teacher and instructional coaches collaborate with instructional staff to gather instructional data to make improvements to Tier I math instruction.

PBE works to analyze assessment data from state, district, and grade level common assessments to identify struggling students. Classroom teachers work with ESE teachers, math instructional coaches, and district resource teachers to create lessons to meet the needs of all students by providing hands on lessons. Students that are performing below grade level in math are discussed at MTSS meetings and are provided intervention instruction. The school utilizes research-based programs (*Do the Math* and *Strategies to Achieve Mathematics Success*) to deliver more intensive instruction to meet the needs of these students. Real world content, standards-aligned curriculum, 21st century soft skills, and interdisciplinary connections are the focus for achieving rigorous learning.

Coaching Side-by-Side: PBE's instructional coaches will focus on bridging the gap between teachers' knowledge and their implementation of programs and/or instructional strategies, resulting in student learning gaps. Instructional coaches will work with teachers to make intentional decisions about implementing research-based instructional practices. Teachers with coaching assistance will develop explicit questioning strategies to elicit student thinking and make instructional adjustments as needed. Side-by-side coaching will cultivate a growth mindset learning community using communication and feedback strategies. Teachers and leaders will benefit from observing, planning, and discussing highly effective lessons with an expert in math or ELA instruction.

AVID Advancement Via Individual Determination (AVID)

AVID holds students accountable to the highest standards, provides academic and social support, and anticipates students will rise to the challenge. AVID is designed to increase academic rigor, support character development and improve school culture through by promoting academic rigor through the program design. Teachers will receive training that:

- Supports Florida state standards.
- Supports STEM instruction. STEM careers require skills such as strong reading, critical thinking, self-directed professional work, and workplace collaboration, in addition to differing degrees of math and/or science content knowledge.
- Develops students as readers and writers.
- Teaches specific strategies for critical and higher-level thinking.
- Utilizes WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) as a foundation for learning.
- Employs Socratic methodologies.
- Cultivates time management and goal-setting behaviors.
- Teaches communication skills (e.g. listening, speaking, writing), self-advocacy skills, note-taking strategies, critical thinking, and study skills.
- AVID-trained educators teach students academic and social skills to help them develop the habits and behaviors needed to succeed in rigorous curriculum.

Palm Bay Elementary works closely with the middle school in the feeder chain, Stone Middle School. Stone usually comes to Palm Bay Elementary at least three times per year and presents on the following topics: the AVID Program as presented by Stone Middle School teachers, the AVID Program as presented by former Palm Bay Elementary students, and a presentation on Cornell Note Taking. Palm Bay Elementary also offers advanced math preparation for the Algebra Placement Test.

Leader in Me: Palm Bay Elementary initiated *Leader in Me* training in 2016-17. *Leader in Me* teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. Instead of seeing children through the lens of a normal distribution curve—some kids are naturally smart and others are not—*The Leader in Me* paradigm sees that every child is capable, every child is a leader. The leadership and life skills taught to students in *The Leader in Me* and the resulting improvements in school culture, learning climate, and students' social-emotional skills have proven to benefit students in lower-performing schools.

Positive Behavior Intervention Support (PBIS): Palm Bay Elementary School is in year two of implementing PBIS which is a systematic approach in teaching behavioral expectations throughout the school. It is based on a proactive model, which teaches the behaviors, reinforces and recognizes students who are able to model these behaviors, and has systems in place to support students who have a difficult time or may present with more challenging behaviors. Classroom teachers are required to teach and manage minor behavior or disciplinary incidents with the expectation to redirect students and review expectations (teach and reteach). Administration will take action to resolve and remediate more severe



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student behavior. New hires to PBE staff will receive training throughout the school year to support the school-wide behavioral system. This systemic approach includes the following best practices:

- a. **Teach appropriate behavior to all children.** All PBIS practices are founded on the assumption and belief that all children can exhibit appropriate behavior. As a result, it is the school staff's responsibility to identify the contextual setting events and environmental conditions that enable exhibition of appropriate behavior. Teachers and administrators then must determine the means and systems to provide those resources.
- b. **Intervene early.** It is best practices to intervene before targeted behaviors occur. If interventions occur before problematic behaviors escalate, the interventions are much more manageable. Highly effective universal interventions in the early stages of implementation which are informed by time sensitive continuous progress monitoring, enjoy strong empirical support for their effectiveness with at-risk students.
- c. **Use of a multi-tier model of service delivery.** PBIS uses an efficient, needs-driven resource deployment system to match behavioral resources with student need. To achieve high rates of student success for all students, instruction in the schools must be differentiated in both nature and intensity. To efficiently differentiate behavioral instruction for all students. PBIS uses tiered models of service delivery.
- d. **Use research-based, scientifically validated interventions to the extent available.** Research-based, scientifically validated interventions provide the best opportunity at implementing strategies that will be effective for a large majority of students.
- e. **Monitor student progress to inform interventions.** The only method to determine if a student is improving is to monitor the student's progress. The use of assessments that can be collected frequently and that are sensitive to small changes in student behavior is recommended. Determining the effectiveness (or lack of) an intervention early is important to maximize the impact of that intervention for the student.
- f. **Use data to make decisions.** A data-based decision regarding student response to the interventions is central to PBIS practices. Decisions in PBIS practices are based on professional judgment informed directly by student office discipline referral data and performance data. This principle requires that ongoing data collection systems are in place and that resulting data are used to make informed behavioral intervention planning decisions.

Tier I support is significant- in that it -moves the structural framework of each educational unit from reactive approaches to proactive systems change performance. This effort cohesively unites all the adults in using 1) common language, 2) common practices, and 3) consistent application of positive and negative reinforcement.

Attendance

If students are not in school to participate in ambitious instruction and character development, student achievement growth cannot occur. PBE will focus on improving attendance for all students using the following strategies:

- Build a school culture emphasizing that attendance matters. School leaders will ensure a welcoming and engaging school environment that emphasizes building relationships with families and stresses the importance of going to class every day.
- Leverage existing newsletters, social media and parent meetings to communicate the importance of not missing school. Through newsletters, social media and family engagement activities, school leaders and teachers will communicate what children are learning in school and what scholars will miss if they are absent. Parents and students may not realize that even excused absences, if they accumulate, can be a problem and lead to falling behind in the classroom.
- Eliminate barriers. Front office staff can assist through collecting up-to-date contact information and encouraging families to ask for assistance if they face barriers such as transportation issues, job loss, unstable housing arrangements or health concerns.
- Establish school-wide attendance incentives. Attendance incentives will be effective when part of a comprehensive approach that includes outreach to families with more significant challenges to attendance. Incentives will be part of creating a school-wide culture of attendance and accompanied by a deep commitment to ensuring students are engaged in the classroom once they show up. Simple rewards will include recognition from peers and the school through certificates or assemblies. Students will be surveyed regarding what they consider a meaningful incentive. Students will be rewarded for improved attendance, not just perfect records.

The budget needs that will support the school's efforts to establish clearly defined and measurable high academic and character standards is as follows:

- **BUDGET NEED 2: Advancement Via Individual Determination (AVID)**
- **BUDGET NEED 3: Family and Community Engagement (FACE) Team**
- **BUDGET NEED 4: Instructional Coach.** Classroom walkthrough and student achievement data supports the need for a coach to provide side-by-side training across all content areas to both new hires and experienced teachers. These efforts will build instructional capacity among teachers.
- **BUDGET NEED 5: Identity, Recruit, Retain, Reward (IRRR) Funding.** Providing teachers with the support needed to instruct and motivate students is essential to retaining teachers. This funding will be used to provide substitute teachers for coaching and modeling experiences.
- **BUDGET NEED 6: Creation of Mindful School Program.**
- **BUDGET NEED 7: Summer Slide Camp.** Summer learning loss can cost students up to two months of reading achievement. Brevard Public Schools has a successful model of a summer slide camp at a high needs Title 1 school that will be replicated at PBE Summer 2018 to set students up for success in the 2018-19 school year.
- **BUDGET NEED 8: Professional development.** Providing teachers with the support needed to instruct and motivate students is essential to retaining teachers. This funding will be used to provide materials and instructors for AVID, PBIS and ACADEMIC professional development.
- **BUDGET NEED 10: Academic Parent Teacher Teams (APTT)**

Item 6: Explain the strategies the school will implement to identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge.



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At Palm Bay Elementary students have the benefit of a full-year balanced literacy and rigorous STEM curriculum. Community partners, literature and digital technology are some key areas in which students' background knowledge can be developed.

BALANCED LITERACY

Brevard Public Schools district curriculum resources address every aspect of the balanced literacy block, including Whole Class, Small Group, Integrated Reading and Writing, and Independent Reading. Comprehensive literacy instruction includes authentic literature and non-fiction, and research-based print and digital instruction. Comprehensive literacy is based on eight principals:

- Continuous teaching-learning-assessing guides responsive instruction.
- Learning flows through language.
- Oral language is the foundation of literacy.
- Reading and writing are purposeful and meaning-driven.
- Classrooms are vibrant, vital learning communities.
- Students are active learners who thrive with thoughtful instruction.
- Families are their children's first and longest educators.

Additionally, at PBE all grade levels will have an increased ELA – Reading Block - planning for three hours of reading instruction – 90 minute reading block on grade level; 90 minutes of targeted, intensive reading instruction. Teachers will work with district and school-based instructional coaches to identify the look fors necessary for high quality ELA instruction (read alouds).

STEM AND DIGITAL TECHNOLOGY

- Utilize FUSE laboratory experiences to develop background knowledge while developing basic skills (grades 4-6).
- Northrup Gruman partners with the school to provide teaching and support to classroom teachers. The FUSE lab utilizes a gamification platform which appeals to and is engaging for students. Brevard has been asked to be a hub site with implementing FUSE laboratory experiences.
- MAYO Clinic partnership – community analysis showed that Brevard meets the criteria for support from this initiative. Teachers are provided the opportunity to participate in a 12-day internship through an established partnership with MAYO Clinic. The district has developed a schedule so that teachers trained in the MAYO Clinic model will be able to co-teach and coach fellow classroom teachers in implementing the strategies into the classroom. Future funding could be used to train all Palm Bay teachers on how to implement the MAYO model.
- WOLFTRAP Institute – exposure to an artist that will teach the teachers on how to provide experiences for children that will enrich their background knowledge for vocabulary and early literacy.
- Science – Literacy Co-Teach model is provided by a PBE teacher for science instruction (grades 3-6) daily. Using a highly effective science teacher in a lab environment, students receive a combination of hands-on labs and science content through non-fiction texts. These “being there” experiences will assist in developing students' background knowledge and improve comprehension of non-fiction texts.

- Digital technology. Through an increased 1:1 technology initiative, students will have access to personalized the building of their background knowledge. The following are strategies that will be used in conjunction with a district technology integrator, to build student background knowledge through digital technology:
 - Digital texts to build background knowledge. Instead of just pictorial support, online texts provide multimedia features such as animation, pop-up vocabulary and more. Using a range of texts to support struggling readers can provide access to more complex text.
 - Digital Collaborative Boards will be used to have students brainstorm together in real time. Interactive collaboration is a research based technique proven to build student background knowledge. Name a topic and students add words, phrases or ideas about their own background knowledge that they can share with others. Web-based programs such as *Padlet*, *Answer Garden*, and *Google Docs* will be used to improve collective think of student groups while building background knowledge.
 - Digital Maps will be used to share with students WHERE a text took place, where an ancient civilization was located, or the distance between areas of the world they are talking about in relation to where their school is located. Educational technology provides so many quick and easy tools for building background knowledge with geography. *Google Earth*, *Google Maps*, *Google Tour Builder* and *Scribble Maps* are just a few.
 - Virtual Field Trips are possible through websites such as *Smithsonian Museum*, *Global Trek*, *White House*, and *Google Lit Trips*. Students will listen to speeches or music from different eras; watch video clips or newscasts; and examine all sorts of primary documents. These background builders significantly deepen students' comprehension of any topic.
 - Digital Anticipation Guides. Digital anticipation/prediction guides will be used to have students make "guesses". *Survey Monkey*, *PollMaker* and *Polladaddy* are great survey tools. Teachers will also use classroom performance systems like *Kahoot*, *Quiz*, *Plickers*, *Class Responders*, etc. Students will be asked to find news articles or information related to current events or the topic being taught every week.
 - Online reference materials, including dictionaries, thesauruses, and encyclopedias, can provide students with instant access to definitions, translations, and explanations of unfamiliar terms and concepts.
 - Text-to-speech (TTS) software with built-in electronic references can support learners' comprehension and vocabulary development by providing them with the opportunity to hear text read aloud while following along on the page. Many students with dyslexia have better listening than reading comprehension. Struggling readers may spend much of their energy trying to decode a text, leaving little attention for comprehension.
 - Annotations and study skill features will be used to help students become more active readers. Students will be taught how to annotate texts with virtual sticky notes, bookmarking, highlighting, and color coding.
 - Digital reading program – *myON*. Students will have access to *myON* web link to create individual profiles and have access to a great collection of online books tailored to their individual interests.

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Budget needs to support these strategies include:

- **BUDGET NEED 4: Instructional Coach.** The instructional coach will be instrumental in modeling and coaching teachers on employing strategies that capitalize on a knowledge-rich curriculum that supports a focus on developing a student’s background knowledge.
- **BUDGET NEED 8: Professional development.** Grant funds will be utilized to cover the cost of substitutes during staff training within the school day, or to pay extra-duty when teachers attend training outside of the regular contracted hours.
- **BUDGET NEED 9: Digital Technology.** Personal laptops will allow for increased crafting of student background knowledge to improve student abilities to access complex text.

Item 7: Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

Professional development will be personalized and centered on increasing the quality of instruction and academic rigor, developing students to be responsible citizens and creating family partnerships. There are two early-release Wednesdays a month designated for professional development. Professional development will also occur through continuous coaching with all teachers working to refine their instructional practices. Training throughout the year will center around:

Coaching Cycle using *Instructional Practice Guide (IPG)* Tool. Classroom observations are failing to deliver on their promises of providing teachers with valuable feedback on their performance. The *Instructional Practice Guide (IPG)* coaching tool (published by Student Achievement Partners) is for teachers, and those who support teachers, to build understanding and experience with state standards-aligned instruction. A key focus of professional development will be identifying teacher and student actions that should be present in standards-aligned lessons according to the IPG. Throughout coaching, teachers will observe and reflect on the alignment of a lesson using the *Instructional Practice Guide*.

Guided Reading/Small Group Instruction and Structured Independent Reading -

What Does It Look Like? District instructional coaches trained a portion of PBE teachers on the ELA essentials of small group instruction last year. Over the next two years, this will continue.

- PBE leadership will be able to lead the professional learning initiative, conduct learning walks, and support teachers and coaches with the resources and the time needed through their professional learning workshops.
- Teachers and instructional coaches will be able to use common language and expectations for the literacy initiative and support students as they meet the goals of the initiative, through participation in summer institutes, professional learning workshops and job-embedded coaching during the school year.

PBIS Coaching: Positive Behavior Interventions and Supports establish clear behavior expectations for the students which are reviewed daily and enforced by all faculty and staff members. Students can earn positive reinforcement as a whole class and as individuals. Many classroom teachers also choose to offer classroom incentives using *Class Dojo* which allow students to track their behavior by earning points for working with others, raising their hand, showing good citizenship, etc.

Mindfulness Training: Scholarly research finds that mindfulness practice decreases stress and anxiety, increases attention, improves interpersonal relationships, strengthens compassion, and confers a host of other benefits.

- Teachers - When teachers learn mindfulness, they not only reap personal benefits such as reduced stress and burnout but their schools do as well. In randomized controlled trials, teachers who learned mindfulness reported greater efficacy in doing their jobs and had more emotionally supportive classrooms and better classroom organization based on independent observations.
- Students - Studies find that youth benefit from learning mindfulness in terms of improved cognitive outcomes, social-emotional skills, and well-being. In turn, such benefits may lead to long-term improvements in life. For example, social skills in kindergarten predict improved education, employment, crime, substance abuse and mental health outcomes in adulthood.

Summer Institute for all PBE Teachers (1 additional week at the start of the school year) [a.k.a. pre-pre-planning]

Through half or full-day workshops for teachers, district resource teachers, instructional coaches and administrators will build differentiated pathways that build common knowledge and expectations that support high quality implementation of PBE initiatives.

- Administrators will meet quarterly to analyze and use collected data to monitor initiative implementation, and plan professional learning based on the data.
- Instructional Coaches will meet in May 2018 for follow-up professional learning, coaching, and grade-level meetings.

The budget needs that will support the school's efforts to provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards are as follows:

- **BUDGET NEED 4: Instructional Coach.** The instructional coach will provide side-by-side training across all content areas to both new hires and experienced teachers.
- **BUDGET NEED 5: Identity, Retain, Reward (IRRR) Funding.** Providing teachers with the support needed to instruct and motivate students is essential to retaining teachers. This funding will be used to provide substitute teachers for coaching and modeling experiences.
- **BUDGET NEED 6: Mindful School Program.** Providing teachers with training to support their use of mindfulness practices both personally, and with students.
- **BUDGET NEED 8: Professional development.** Providing teachers with the support needed to instruct and motivate students is essential to retaining teachers. This funding will be used to provide materials and instructors for AVID, PBIS and ACADEMIC professional development.

Item 8: Explain the strategies the school district will implement to identify, recruit, retain, and reward instructional personnel.

The Center for Teaching Quality found that money was not the key factor in recruiting and retaining teachers at high-needs schools. A complex web of working conditions and teacher preparation factors

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weighed in much more heavily. Money is necessary, but clearly not sufficient. Evidence-based factors found to influence recruitment and retention for high-needs schools include administrative support, decent working conditions, and preparation for the challenging work required.

IDENTIFY: Hiring teachers who have the skills to build the environment in schools where so many children are growing up in poverty is extraordinarily challenging. One of the most important teacher recruiting strategies is hiring right. When school leaders can staff their buildings with the right teachers the culture of the building changes. The following criteria are used to screen candidates to determine if they are a match for Palm Bay Elementary (PBE) students.

Required competencies include:

- *Effective or Highly Effective District Evaluation (Summative 2- Locally adopted competencies)
- * Certification Elementary Education

Preferred competencies include:

- *Experience with PBIS
- *Experience serving Title I populations
- *Willingness to support opportunities for students and families beyond the school day

Screening Process:

- *Convey non-negotiables of working at a high needs school.
- *Targeted selection of candidates who demonstrate experience with academic improvement.
- *Examples of data driven instruction.
- *Examples of family involvement/parent engagement.
- *Examples of community partnerships.
- *Examples of how a positive classroom culture is facilitated.

RECRUIT: District will work with administration to revise current recruitment and replacement procedures in order to facilitate continued selection of a highly effective staff. The district Human Resources recruiter will be actively seeking potential teaching candidates from diverse backgrounds aligned with the school population. The following additional recruitment strategies would be implemented:

- PBE will use social media to inform the public of the school culture, shared values and vision for the future. Through publicizing the PBE story, teacher applicants who perceive they are a good fit are more likely to be drawn to apply.
- Establish a dynamic traveling story board for PBE to use at job fairs. PBE will have to compete for attention. Using the gregarious teaching staff, PBE will showcase training opportunities, leadership support and technology available.
- Staff members will become ambassadors in the community and at local colleges. Great education professionals at PBE may have opportunities to present to large groups of prospective teachers. Ambassadors of PBE will represent the school and take a moment to tell the school's story and culture.

RETAIN: The costs of teacher attrition is very high. Schools of Hope grant funds will be spent strategically on building capacity and implementing the following strategies:

- Once hired, teachers are assigned a peer teacher who serves as a mentor trained in Clinical Education.
- New teachers also participate in monthly meetings with administrators and others appropriate to the topic at hand, learning about all aspects pertaining to the school and school district. The meetings also provide an opportunity to discuss areas of concern, and provide targeted professional development, as needed.
- Additional quarterly planning time will allow colleagues to learn from one another and reduce feelings of isolation.
- The instructional coach will include new teachers in coaching cycles, providing opportunities for modeling, observing in model classrooms, as well as a vehicle for dialogue. Job-embedded professional development planned collaboratively with other teachers and leaders to target instructional strategies and other content immediately applicable to their practice
- All teachers, including those who are new, are encouraged to participate in social activities in and outside of school, in developing a community that is welcoming and supportive of everyone.
- Teacher Efficacy - On-going, sustained personalized professional development to increase teacher instructional practices and cultural relevance awareness, through standards-aligned curriculum and evidence-based strategies empowering teachers to trust in their abilities to organize and execute courses of action necessary to bring about desired results for student engagement and success.
 - Professional Development Opportunities will include, but are not limited to:
 - AVID. The wealth of professional development opportunities, along with the routine use of the AVID curriculum library at each school, will have a positive impact on school culture.
 - Mayo Clinic Internship where teachers learn techniques for hands-on science inquiries will continue to be made available to teachers.
 - PBIS – Building school wide positive behavior supports.
 - Side-by-side coaching personalized for beginning teachers.
 - Academic Parent Teacher Team training will provide teachers with strategies for effectively working with parents.
- Additional training opportunities. An additional week of pre-planning at the start of the school year will provide time needed for cohorts of teachers to participate in professional development opportunities and plan for classroom management and ambitious instruction.
- The school continues to explore ways to improve the physical plant of the school – partnerships with Meteor Education – *Humanizing the Education Machine*.
- Establish a wellness area for teachers.
- School Culture - The school is working on developing a positive school culture, including developing a “brand” for the school so it is viewed as a great place to be.
- Palm Bay Elementary has a mentoring program (Induction Program) for new teachers and teachers new to the district. New teachers are paired with experienced teachers for at least two years. Mentors are certified in Clinical Educator Training (CET). Professional development is offered by the district to all mentees in the Induction Program. Mentor teachers offer support to

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mentee teachers through conferences, identifying resources, observation and feedback cycles, and frequent contact. Teachers are paired to align the strengths of mentor teachers to match the needs of the mentee teachers.

REWARD: Provide a retention supplement and bonus for effective and highly effective teachers as determined by their final Summative Part 2 score that combines the VAM score with the district evaluation scoring system.

- A retention supplement for Palm Bay Elementary instructional staff will be paid to each effective/highly effective teacher to retain them for 2017-18 and 2018-19 school years (paid by Schools of Hope grant funds).
- Teacher bonuses will be provided to effective and highly effective teachers employed at Palm Bay Elementary as provided in the local employment contract (paid by local funds).
- Instructional assistants will be hired and trained to support intervention and whole group math/ELA instruction.

The **budget needs** to support the strategies listed under this item are as follows:

- **BUDGET NEED 4: Instructional Coach.** An instructional coach will provide an additional layer of support for teachers as they refine their craft.
- **BUDGET NEED 5: Identify, Recruit, Retain, Reward (IRRR) Funding.** A retention supplement to retain current Palm Bay Elementary effective and highly effective teachers and to recruit new teachers of diverse backgrounds to the school will be paid from Schools of Hope funds. The designation of effective or highly effective will be based on the district Summative Part 2 which combines the VAM score with the district evaluation scoring system.
- **BUDGET NEED 8: Professional Development.** Teachers will receive after duty pay to attend targeted professional development to support building their capacity to provide standards-aligned instruction. When appropriate, substitute funding will be used to enable training during the school day.
- **BUDGET NEED 10: Academic Parent Teacher Teams (APTT).** APTT training for teachers will support the retention of high quality teachers by reducing the stress associated with limited parent conferencing skills. APTT is about building the capacity for teachers to gain better understanding of families and their unique circumstances and how to assist parents in providing focused support for student learning at home.

B. Correlation Between Whole-School Transformation Model and District-Managed Turnaround

The evaluation process for this application will consider how this model correlates to the strategies and activities listed in the TOP-2 document.

Item 9: Summary of the strategies the district will implement to reduce or eliminate internal systemic barriers and address the needs of the school, including a description of how the district will address all of the Areas of Assurance.

REDUCTION/ELIMINATION OF INTERNAL SYSTEMIC BARRIERS

The School District of Brevard County has taken several steps to reduce or eliminate internal systemic barriers that could interfere with whole school transformation efforts. First and foremost, the principal was able to quickly transfer out teachers with unsatisfactory VAM scores outside of the regular contract language related to teacher transfers. Secondly, the school was provided an additional assistant principal outside of the district staffing plan. The superintendent has established that Turnaround schools receive priority support from every division in the school system. In addition, Palm Bay Elementary have been given priority for hiring during job fairs and given priority for support from district instructional coaches for ELA and mathematics. The assistant superintendent for Elementary Learning and Learning provides assurance that the school receives support to build capacity with Tier 1 instruction before requiring implementation of any new program.

ASSURANCES

The School District of Brevard County will address all of the Areas of Assurance in the manner described for each area below:

Assurance 1

The district shall ensure the district-based leadership team includes the superintendent; associate superintendent(s) of curriculum; general and special education leaders; curriculum specialists; behavior specialists; student services personnel; human resources directors; professional development leaders; and specialists in other areas relevant to the school(s), such as assessment, English language learners and gifted learners.

The following members of the district-based leadership team will provide administrative and instructional support to assist Palm Bay Elementary:

- Dr. Desmond K. Blackburn – Superintendent
- Jane Cline – Assistant Superintendent of Elementary Learning and Learning
- Tara Taylor – Director, Elementary Learning and Learning
- Dr. Teresa Wright – Director, Elementary Learning and Learning, Title I
- Dr. Dawna Bobersky – Director of Exceptional Student Education
- Janet Stephenson – School Improvement Resource Teacher
- Shelly Dickinson – MTSS Trainer
- Anne Skinner – District Literacy Instructional Coach
- Rita Hays – District Math Instructional Coach
- Sandy Davis – District Math Instructional Coach
- Diane Gard – District Math Resource Teacher
- Michelle Ferro – District Science Content Specialist



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Assurance 2

The district leadership team shall develop, support and facilitate the implementation of policies and procedures that guide the school-based leadership team(s) and provide direct support systems.

To support the Palm Bay Elementary whole school transformation the following systems are established:

- Mentor: Each beginning principal is assigned a peer mentor. The assigned mentor for Palm Bay Elementary (PBE) principal, Mike Mahl, is Chris Reed. Mr. Reed was selected for this role based on his proven track record of performance as a school administrator in a high-achieving school. Furthermore, Mr. Reed’s knowledge of the instructional shifts required by the Florida Standards surpasses that of his peers.
- Direct Principal Support: As the supervisor for Palm Bay Elementary, Dr. Teresa Wright, Director of Elementary Leading and Learning/ Title I, provides mentoring and support to the principal as necessary for day to day operations and long term planning for the school. Dr. Wright has been the Title I Director for 11 years and has a proven track record of improving student achievement with under-resourced learners. Dr. Wright has also had extensive training through the Standards Institute and Student Achievement Partners in recognizing high quality standards-aligned instruction and building instructional leaders. In addition to Dr. Wright, the PBE principal also receives direct support and guidance from Jane Cline, Assistant Superintendent of Elementary Leading and Learning. As a member of Senior Cabinet, Ms. Cline is able to quickly access district resources to support PBE.
- District Visits: Dr. Wright, Director of Leading and Learning/Title I visits Palm Bay Elementary no less than monthly to monitor leadership, resource alignment and student achievement.
- Curriculum Alignment: District instructional coaches under the supervision of Tara Taylor, Director of Elementary Leading and Learning, reviews curriculum alignment at Palm Bay Elementary and makes recommendations of vetted resources aligned with Florida Standards.
- District Resources Alignment: Weekly meetings are held with Directors and the Assistant Superintendent of Leading and Learning, Jane Cline, to improve alignment of all elementary schools and district resources.
- Building Instructional Leadership Capacity: PBE Principal, Mike Mahl, participates in monthly principal collaborative group meetings, facilitated by Dr. Wright. These small group professional learning activities center around a problem of practice and building instructional leadership capacity through classroom walkthroughs at a variety of elementary schools (based on principles of the Florida Commissioners Leadership Academy). In addition, the school-based leadership team and instructional coaches are provided training opportunities that continue to strengthen their ability to monitor, support and improve instruction and student achievement.
- Data monitoring of student achievement. Local student assessment data will be reviewed on a monthly basis to monitor which sub-groups of students are being successful and which students need additional support to achieve proficiency. Local assessment data will include: FAIR, I-Ready Reports, Standards Mastery Mini-Assessments, District made assessments such

as QLA, teacher-made common formative assessments, running records and intervention data. With support from district leaders and instructional coaches, school leaders will then provide guidance in regards to resource allocations including district curriculum experts and trainers. School leaders will use local assessment data to make decisions about allocating resources within the school, such as instructional coaches and assistants, to best support instructional needs.

- Data monitoring of professional practices. Classroom walkthrough data specifically related to ELA instruction, an identified focus area and school improvement plan goal, will be collected and monitored monthly by the leadership team with assistance from district leaders including Dr. Teresa Wright – Director of Leading and Learning/ Title I, and Jane Cline, Assistant Superintendent, Elementary Leading and Learning. The information gathered will assist the PBE leadership team as they mentor, support, and guide instruction.
- Mentors for Turn-Around Leaders: Visits to successful in-county and out-of-county schools with a proven track record of boosting student achievement will occur. Through this partnership, the expectation will be implementation of out of the box thinking to creatively use resources to support students. In addition, the PBE principal, Dr. Teresa Wright and Janet Stephenson, (Resource Teacher for School Improvement) will attend the large district convening to be held in December.
- Extended School Day: Instructional day has 90 minutes of additional time added for reading and math intervention which is partially supported by state funding.
- Partnership with TNTP: The district will build on the continued partnership with The New Teacher Project (TNTP) to build instructional leadership capacity through learning walks throughout the district.

Additional District Support:

- Palm Bay Elementary (PBE) has access to a Multi-tiered Systems of Support (MTSS) trainer to support the process and provide guidance on appropriate interventions for students (academic and behavioral).
- District math instructional coaches, Sandy Davis and Rita Hays, support PBE monthly to provide coaching, modeling and feedback on standards-based mathematical practices.
- District literacy instructional coach, Anne Skinner, supports PBE monthly to provide ELA support through coaching, modeling and feedback to teachers.
- District resource teachers, Gevonne Blum and Ginny Gleason work with PBE leadership to facilitate and implement family and community engagement opportunities.
- An assigned district ELA contact (A. Skinner) provides targeted professional development and direct resources to the whole staff, grade level groups, or individuals as needed. Priority focus is placed on Tier 1 core instruction to ensure that students are receiving grade-level instruction around comprehension of texts, writing, vocabulary, and language. The district has provided specific guidelines with relation to how much time and how often the major elements of ELA instruction should be occurring in a day or week. Whole group needs for foundational skills will be addressed in Tier 1 and gap-reduction will take place in intervention. Teachers are

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already receiving direct support in relation to guided reading groups and close reading of complex texts via their district liaison.

- Two district math instructional coaches will support K-5 instruction in mathematics. Support will include planning, coaching, modeling and professional development. Targeted training and support is being provided at grades 3 and 4 for the Eureka math implementation.
- Science curriculum will be infused with ELA instruction in addition to lab time for students in grades 4-6.
- I-Ready program materials including diagnostics, mastery assessments, Ready books and toolbox have been purchased and are being implemented to ensure standards based curriculum is taught and progress monitored.

To support the Palm Bay Elementary whole school transformation the following individuals are prepared to provide the necessary school and instructional leadership:

- A new principal, Mike Mahl, was appointed to the position effective June 1, 2017. Mr. Mahl has a proven track record at a high performing, diverse Title I school with a significant ESE population and strong community ties. Mr. Mahl attended *UnboundED 2017 Standards Institute* with key staff members in June, 2017. The district will provide more intense monitoring and mentoring as described above to build quality instruction and improve student achievement.
- Two assistant principals with backgrounds specifically matched to the needs of the school:
 - Janene Jost – Title I Experience in high achieving, diverse school – appointed in 2016
 - Stephanie Woodbury – Background in ESE and General Education. Consultant/ co-creator and school wide trainer for inclusive practices – appointed in July, 2017
- Literacy Coach, Kelly Hackett – Masters of Instructional Systems Design (UCF), Literacy Learning Specialist, Elementary Instructional Program Specialist (FDOE), Educational Consultant and School Trainer (Note: This teacher currently has a Needs Improvement rating based on 3 year aggregated VAM. This rating is based on being the teacher of record for a middle school intensive reading course for 2 months prior to testing and does not reflect her capacity as a literacy leader as defined in her resume and work experience).
- Math Coach, Michelle Hume – (hired 2012) Expertise in Florida Math Standards, attended *UnboundED 2017 Standards Institute*, completed math leadership seminar series and attended two summers math leadership institutes.
- Science Lab Specialist and acting PBIS Coordinator, Paul Hancock – Participated in training from Florida Institute of Technology and the Mayo clinic utilizing Zebra Fish to enrich science instruction and student engagement; strong teacher leader with excellent collaboration skills. Delivering professional development on PBIS has also been a source of strength for the school.
- Guidance Services:
 - Elizabeth Bukala-Masters of Counselor Education (UCF), Intake specialist UCF Community Counseling and Research Center. Guest Speaker- conflict resolution, problem solving and stress management.

- Kelly Bishop- Masters in Curriculum Education, ESOL coordinator, National Board Certified Teacher, ESE Certified
- All educators are certified in-field.

All teachers with a VAM lower than effective have been transferred out of PBF. All instructional positions are filled with teachers having an effective or highly effective 3-year aggregated VAM record.

Assurance 3

The district shall adopt a new governance structure for the school(s), which may include, but is not limited to, requiring the principal(s) to report to a "turnaround office" or "turnaround lead" at the district level who reports directly to the superintendent.

District Turnaround Lead

Jane Cline, Assistant Superintendent for Elementary Learning and Learning, serves as the District Turnaround Lead. Ms. Cline reports directly to the superintendent and serves as a member of the Senior Cabinet. In this capacity, she not only supervises the Palm Bay Principal, but is able to readily secure resources and support for the school. As the Assistant Superintendent for Elementary Learning and Learning, Ms. Cline's job role and responsibilities include, but are not limited to the following: 1) monitor the district's elementary program; 2) supervise and evaluate elementary school principals; 3) design, implement and maintain a comprehensive assessment system in all schools; 4) supervise and coordinate the activities of elementary resource teachers; develop and implement state and federal programs; 5) develop and monitor budgets of state and federal programs; and 6) plan and facilitate regular meetings with elementary school principals and assistant principals to coordinate the unified elementary curriculum.

Assurance 4

The district shall give the school(s) sufficient operating flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase graduation rates in high schools.

Operating Flexibility

Palm Bay Elementary has school-level autonomy over decisions regarding staffing, scheduling and budgeting. The PBF principal has the autonomy to determine how to utilize \$463,626 in Title I Part A funds. Operational flexibility also includes the ability to hire instructional coaches for literacy, math and science. The current principal, Mr. Mahl, was able to select and hire the second assistant principal and a new literacy coach. District level directors and the assistant superintendent for Elementary Learning and Learning provide guidance and support to the PBF principal in making school-based decisions. His direct supervisor, Dr. Teresa Wright, maintains weekly contact to provide advice and support to Mr. Mahl in decision-making related to school operations and planning for improved student achievement.

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Assurance 5

The district shall employ a reliable system to reassign or replace the majority of the instructional staff whose students' failure to improve can be attributed to the faculty, and ensure teachers are not rehired at the school, unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S. Additionally, pursuant to section 1012.2315(2)(a), F.S., the district must ensure that the percentage of temporarily certified teachers, teachers in need of improvement, or out-of-field teachers assigned to its Focus or Priority schools is not higher than the district average. As such, the turnaround plan should include the most recent three-year aggregated VAM classification data (i.e., highly effective, effective, needs improvement, and unsatisfactory) for each turnaround school and the district, as well as specific actions the district has taken or plans to take to recruit teachers with VAM classifications of highly effective and effective to the turnaround schools, and to reassign teachers with classifications of needs improvement and unsatisfactory.

Educator Quality

The Brevard Instructional Personnel Performance Appraisal System is used to evaluate teachers at all schools. Directors of Leading and Learning review student achievement data and look for alignment between teacher evaluation and these outcome measures. When there is lack of alignment, conversations in school improvement feedback sessions with principals lead to action plans for improving professional practices.

The following strategies are implemented to ensure development and retention of highly qualified, certified-in-field, effective teachers are in classrooms:

1. District Directors of Leading and Learning that directly supervise Turnaround school principals review VAM and recruitment/retention practices each semester to ensure compliance and best practices assigning instructional staff. (Dr. Teresa Wright)
2. PBE will partner new teachers with veteran teachers to complete mentoring activities, and complete observations of each other with meaningful feedback. Persons responsible: Mike Mahl/ Stephanie Woodbury
3. Provide quality professional development during the school year. Person Responsible: District Directors of Leading and Learning, Assistant Superintendent of Leading and Learning, Resource Teachers, District Instructional Coaches.
4. Teachers at Title I schools receive a \$175 supplement per local teacher contract agreement.
5. Specific criteria are used when selecting instructional staff for Palm Bay Elementary:

Required competencies include:

*Effective or Highly Effective District Evaluation (Summative 2- locally adopted competencies)

* Certification in Elementary Education or appropriate area for teaching assignment

Preferred competencies include:

*Experience with PBIS

*Experience serving Title I populations

*Willingness to support opportunities for students and families beyond the school day

Screening Process:

*Convey non-negotiables of working at a high needs school

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*Targeted selection of candidates who demonstrate experience with academic improvement and provide examples of their experience with the following: 1) providing data driven instruction; 2) facilitating family involvement/parent engagement; 3) establishing community partnerships; and 4) cultivating a positive classroom culture.

There are currently ZBRO teachers at Palm Bay Elementary with a less than effective VAM. The Assistant Superintendent of Elementary Learning and Learning in conjunction with the director supervising the school and the school administration team will determine appropriate staffing levels and reassignment of staff to support the instructional leadership of effective and highly effective teachers.

To develop expertise, district and school-based leadership will use multiple sources to monitor, evaluate proficiency and provide timely, actionable feedback on the effectiveness of instructional goals. This may include using assistance from the FDOE Differentiated Accountability team to develop and monitor coaching plans.

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Item 10: Summary of how this model correlates to the strategies and activities listed in the district-managed turnaround plan submitted in the TOP-2 document.

Both the district-managed turnaround plan and the whole-school transformation model are focused on improving and sustaining school leader and teacher effectiveness, teacher recruitment and retention, student data-driven ambitious instruction with coaching support, and utilizing family and community engagement as a means to support overall school transformation and improvement.

The following chart provides a correlation between the Areas of Focus in the district-managed turnaround plan (TOP-2) submitted and the proposed whole-school transformation model (TOP-3).

Turnaround TOP-2 Area of Focus	Transformation TOP-3 Correlation
<p>School Leadership</p> <p>New principal appointed in June, 2017 and given operational flexibility to hire additional leadership and coaches.</p>	<p><i>EFFECTIVE LEADERS:</i> The new school leadership has a direct line of support from district leaders to request additional resources as needed.</p>
<p>Instructional Programs</p> <p>The school will implement the district K-12 reading plan. District leaders in the Elementary Leading and Learning division will monitor and make modifications to district curriculum guides, pacing guides, and assessments to specifically support identified needs of the school’s population.</p> <ul style="list-style-type: none"> • The district instructional coach and school-based literacy coach work with each grade level to identify complex text and rigorous student tasks. • The school will have an assigned district ELA contact (Anne Skinner) who will pinpoint professional development needs in that area and direct resources to the whole staff, grade level groups, or individuals as needed. • Administration will conduct classroom walkthroughs and data meetings on a regular basis to determine areas of need and communicate with district staff so that required support may be provided in a timely manner. 	<p><i>AMBITIOUS INSTRUCTION AND COLLABORATIVE TEACHERS:</i></p> <p>Instructional programs will be supported through the following TOP-3 Initiatives:</p> <ul style="list-style-type: none"> • Additional coaching • Increased planning time • Digital 1:1 initiative to build background knowledge. • STEM community partnerships to increase content area reading and background knowledge building. • Summer Slide Camp for students. • Summer Institute of an additional week of pre-planning for teachers. • Academic Parent Teacher Teams <p>Instructional coaching will provide multiple opportunities for observations and feedback will be used for continual coaching of teachers. An additional instructional coach will support the increased use of coaching cycles. Additional planning time will support the need for collaboration when aiming for ambitious instruction. A PBIS coach will support all teachers in their strides toward behavior management. Professional development, improving school culture, teaching incentives and increased</p>

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<p>coaching are strategies that will be used to retain high quality instructional staff.</p>	<p><i>AMBITIOUS INSTRUCTION AND COLLABORATIVE TEACHERS: TOP-3</i> provides a Teacher on Assignment (TOA), an additional instructional coach and PBIS coach to collect data from a variety of <i>assessments</i> to inform and monitor instruction. These coaches will supplement the existing literacy and math coach in providing modeling, side-by-side coaching and feedback based on student achievement data.</p> <p>The additional computers purchased with grant funds will facilitate teachers' use of available electronic assessments. District leadership will provide guidance and oversight to ensure barriers to implementing the whole school transformation strategies related to data driven instruction are removed.</p>	<p>Use a variety of assessments to monitor student achievement. With support and guidance from district administrators and instructional personnel, the school's local student assessment data will be reviewed on a monthly basis to monitor which sub-groups of students are being successful and which students need additional support to achieve proficiency. Local assessment data will include: FAIR, I-Ready Reports, Standards Mastery Mini-Assessments, District made assessments such as Quarterly Literacy Assessments (QLA) and formative mini-tasks, teacher-made common formative assessments, running records and intervention data. School leaders will use local assessment data to make decisions about allocating resources within the school, such as instructional coaches and assistants, to best support instructional needs.</p>	<p>Assessments</p>
		<p>An additional guidance counselor is employed to support student needs. The credentials of the guidance staff are as follows:</p> <ul style="list-style-type: none"> Elizabeth Bukala-Masters of Counselor Education (UCF), Intake specialist UCF Community Counseling and Research Center. Guest Speaker- conflict resolution, problem solving and stress management. 	<p>Increased Learning Time</p>
<p><i>AMBITIOUS INSTRUCTION, SUPPORTIVE ENVIRONMENT & INVOLVED FAMILIES:</i></p> <p>Increased learning time will occur as a result of several TOP-3 initiatives. The Summer Slide program will provide increased learning time during the summer.</p> <p>The creation of a Family and Community Engagement (FACE) Team will impact learning time by:</p>			

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	<ul style="list-style-type: none"> • Kelly Bishop- Masters in Curriculum Education, ESOL coordinator, National Board Certified Teacher, ESE Certified <p>PBE has a business partner contact on staff that manages community resources and activities.</p>	<ul style="list-style-type: none"> • leveraging community resources to develop a network to support the whole child including academics, and social emotional needs; • providing wrap around services so that each child has an adult in the building who knows their background and families have assistance in locating community resources personalized to their needs • improving student attendance through close monitoring, thus increasing learning time <p>The creation of a Mindful School Program to teach students and teachers techniques for reducing stress and anxiety; preparing them for more effective personal performance, socially, emotionally and academically will positively impact and increase learning time.</p> <p>Increased learning time will occur as a result of implementing AVID and Academic Parent Teacher Teams. These structured approaches to providing parents and teachers with additional skills in supporting students will maximize the use of available learning time.</p> <p>The additional computers purchased with grant funds will increase learning time for students to build background knowledge by providing them with additional opportunities both within and outside of school.</p>
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Item 11: Identify and describe the areas of assurance your district has the capacity to sustain after the Schools of Hope funding expires.

Leadership Structure. Beginning with the 2016-17 school year, the School District of Brevard County implemented a new organizational structure that combined the functions of curriculum and instruction and principal supervision in a manner that provides consistent, direct support to school principals. The Division of Elementary Learning and Learning now utilizes the expertise of an assistant superintendent and five directors to lead 55 school principals in managing all aspects of school operations, including maintaining school improvement initiatives by providing instructional leadership. Under the new leadership structure, a ratio of one director to 11 school principals is maintained. This represents a significant improvement of the 1:30 (supervisor to principal) ratio under the previous structure and allows ample time for directors to provide individual attention to principals based on the needs of the administrator and their school.

Advancement Via Individual Determination (AVID) Once initial training throughout 2017 – 2019 has taken place the AVID coordinator will become part of the assigned duties of a teacher already on staff at PBE such as a Title I teacher. As AVID coordinator, this person will plan and support training for new staff members and sustainability of existing programs.

Family and Community Engagement (FACE) Team. After the grant funding ends, the school social worker could be supported through Medicaid/Medicare funding opportunities. The Positive Behavior Intervention Support (PBIS) Coach would be an instructional position that would have this additional responsibility. The family and community engagement specialist would become part of the job duties of the business partner contact, and school leadership. The School Resource Officer could possibly remain engaged at the school through funding by the district and Palm Bay Police Department. Palm Bay Elementary would continue to have access to support from the district level resource teachers responsible for family and community engagement activities.

Instructional Coach. The additional instructional coach could be funded with school or district level Title I funds. District level instructional coaches, resource teachers and content specialists will continue to support the school in maintaining the improvements to instructional delivery.

Identify, Recruit, Retain, Reward (IRRR) Funding. Bonuses to retain current highly effective teachers and to recruit new teachers of diverse backgrounds may be paid from district funds.

Creation of Mindful School Program. Costs to maintain this program, once established, would be minimal and would be supported through Title I funds.

Summer Slide Camp. School or district level Title I funding would be used to replicate this each summer.

Digital Technology. This expense will continue to be supported annually through the technology replenishment program and district technology integrators who serve to maximize the capacity of teachers to use equipment.

Academic Parent Teacher Teams (APTT). The format of the Academic Parent Teacher Team training is such that the goal is to build educator capacity in conducting meaningful parent conference sessions. Once the school administrators and teachers participates in the year long relationship with the APTT consultant, they will have the necessary knowledge to operate the program without the additional consultant fees.

Enter the Total Grant Award in Cell H1 ----->

\$ 1,580,000.00

Enter Projected # of Students and Teachers Below by Year

Total Budget \$ 1,580,000.00

Enter School Name Below

Palm Bay Elementary

Unique School ID

52081

of

of Students

790

Teachers/Classrooms

58 tchrs 47 clsrms

of

of Students

750

Teachers/Classrooms

58 tchrs 44 clsrms

Remaining

\$ -

YEAR 1

YEAR 2

Function	Object	Description	Cost Per Item	Quantity	Total Cost Year 1	Quantity2	Total Cost YR 2	Total Quantity	Total Cost
5100	120	Retention supplement/bonus of \$1,500 per highly effective/effective teacher (58 supplement/bonus allocations provided Year 1 and Year 2). [Budget Need V] Teacher stipends for extra duty pay when attending training and/or community events outside of the work day and/or contract year (\$22.50 per hour). [Budget Needs III, V, VII, X]	\$ 1,750.00	58	\$ 101,500.00	58	\$ 87,000.00	116	\$ 188,500.00
5100	120	Needs III, V, VII, X]	\$ 22.50	1740	\$ 39,150.00	1160	\$ 26,100.00	2900	\$ 65,250.00
5100	120	Provide each teacher an additional 40 hours of pay to participate in professional development activities during the week prior to regular 2018-19 preplanning week (est. \$38 per hour x 40 x # of teachers) [Budget Needs I- X]	\$ 1,520.00	58	\$ 88,160.00	0	\$ -	58	\$ 88,160.00
5100	140	Substitute teachers - provide teacher release time for training during the school day (\$12.50 per hour average). [Budget Needs II, III, IV, VII]	\$ 12.50	640	\$ 8,000.00	640	\$ 8,000.00	1280	\$ 16,000.00
5100	642	Purchase furniture, fixtures, and equipment (Non-capitalized) as necessary to support grant implementation and increased student achievement (desk and chair for TOP Coordinator, FACE Specialist, Social Worker, PBIS Coach, Instructional Coach & School Resource Officer)	\$ 1,800.00	6	\$ 10,800.00	0	\$ -	6	\$ 10,800.00
6500	644	Purchase a YOGA laptop computer for each PBE teacher [Budget Needs II, V, IX]	\$ 600.00	58	\$ 34,800.00	0	\$ -	58	\$ 34,800.00
6500	642	Merrimack Service Handling Fees (teacher laptops) [Budget Needs I-IX]	\$ 1.00	60	\$ 60.00	0	\$ -	60	\$ 60.00
6500	642	Merrimack Service Delivery Fees (for teacher laptops) [Budget Needs I-IX]	\$ 1.00	50	\$ 50.00	\$ -	\$ -	50	\$ 50.00
6500	644	Purchase computer hardware under \$1000 as necessary to support grant implementation and increased student achievement. (Desktop computer for TOP Coordinator, FACE Specialist, Social Worker, PBIS Coach, Instructional Coach & School Resource Officer)	\$ 810.00	6	\$ 4,860.00	0	\$ -	6	\$ 4,860.00
5100	730	Annual AVID Membership [Budget Need II]	\$ 2,990.00	1	\$ 2,990.00	1	\$ 2,990.00	2	\$ 5,980.00
6400	310	AVID Leadership Pathways Training [Budget Need II]	\$ 500.00	5	\$ 2,500.00	0	\$ -	5	\$ 2,500.00
6400	310	AVID Pathways Training for Teachers [Budget Need II]	\$ 500.00	5	\$ 2,500.00	\$ -	\$ -	5	\$ 2,500.00
6400	310	AVID Summer Institute [Budget Need II]	\$ 795.00	0	\$ -	6	\$ 4,770.00	6	\$ 4,770.00

6400	310	Travel for AVID (\$1200 per person-estimate) [Budget Need II]	\$	1,200.00	10	\$	12,000.00	6	\$	7,200.00	16	\$	19,200.00
5100	510	AVID Library Package [Budget Need II]	\$	875.00	1	\$	875.00	0	\$	-	1	\$	875.00
5100	120	Teacher on Assignment (TOA) Base Salary (administer grant and oversee AVID program) [Budget Need I]	\$	56,158.00	1	\$	56,158.00	1	\$	56,158.00	2	\$	112,316.00
5100	210	TOA Retirement (7.92%) [Budget Need I]	\$	4,448.00	1	\$	4,448.00	1	\$	4,448.00	2	\$	8,896.00
5100	220	TOA Social Security (FICA @ 7.65%) [Budget Need I]	\$	4,296.00	1	\$	4,296.00	1	\$	4,296.00	2	\$	8,592.00
5100	230	TOA Health and Hospitalization [Budget Need I]	\$	7,371.00	1	\$	7,371.00	1	\$	7,371.00	2	\$	14,742.00
5100	230	TOA Life Insurance (0.083%) [Budget Need I]	\$	466.00	1	\$	466.00	1	\$	466.00	2	\$	932.00
5100	240	TOA Worker's Comp (0.5580%) [Budget Need I]	\$	313.00	1	\$	313.00	1	\$	313.00	2	\$	626.00
6150	130	FACE Specialist Base Salary (Family & Community Engagement) [Budget Needs II, III]	\$	56,158.00	1	\$	56,158.00	1	\$	56,158.00	2	\$	112,316.00
6150	210	FACE Specialist Retirement (7.92%) [Budget Needs II, III]	\$	4,448.00	1	\$	4,448.00	1	\$	4,448.00	2	\$	8,896.00
6150	220	FACE Specialist Social Security (FICA @ 7.65%) [Budget Needs II, III]	\$	4,296.00	1	\$	4,296.00	1	\$	4,296.00	2	\$	8,592.00
6150	230	FACE Specialist Health and Hospitalization [Budget Needs II, III]	\$	7,371.00	1	\$	7,371.00	1	\$	7,371.00	2	\$	14,742.00
6150	230	FACE Specialist Life Insurance (0.083%) [Budget Needs II, III]	\$	466.00	1	\$	466.00	1	\$	466.00	2	\$	932.00
6150	240	FACE Specialist Worker's Comp (0.5580%) [Budget Needs II, III]	\$	313.00	1	\$	313.00	1	\$	313.00	2	\$	626.00
6150	130	Social Worker Base Salary [Budget Needs II, III, VI]	\$	56,158.00	1	\$	56,158.00	1	\$	56,158.00	2	\$	112,316.00
6150	210	Social Worker Retirement (7.92%) [Budget Needs II, III, VI]	\$	4,448.00	1	\$	4,448.00	1	\$	4,448.00	2	\$	8,896.00
6150	220	Social Worker Social Security (FICA @ 7.65%) [Budget Needs II, III, VI]	\$	4,296.00	1	\$	4,296.00	1	\$	4,296.00	2	\$	8,592.00
6110	230	Social Worker Health and Hospitalization [Budget Needs II, III, VI]	\$	7,371.00	1	\$	7,371.00	1	\$	7,371.00	2	\$	14,742.00
6110	230	Social Worker Life Insurance (0.083%) [Budget Needs II, III, VI]	\$	466.00	1	\$	466.00	1	\$	466.00	2	\$	932.00
6110	240	Social Worker-Worker's Comp (0.5580%) [Budget Needs II, III, VI]	\$	313.00	1	\$	313.00	1	\$	313.00	2	\$	626.00
6300	120	PBIS Coach Base Salary [Budget Needs II, III, VIII]	\$	56,158.00	1	\$	56,158.00	1	\$	56,158.00	2	\$	112,316.00
6300	210	PBIS Coach Retirement (7.92%) [Budget Needs II, III, VIII]	\$	4,448.00	1	\$	4,448.00	1	\$	4,448.00	2	\$	8,896.00
6300	220	PBIS Coach Social Security (FICA @ 7.65%) [Budget Needs II, III, VIII]	\$	4,296.00	1	\$	4,296.00	1	\$	4,296.00	2	\$	8,592.00
6300	230	PBIS Coach Health and Hospitalization [Budget Needs II, III, VIII]	\$	7,371.00	1	\$	7,371.00	1	\$	7,371.00	2	\$	14,742.00
6300	230	PBIS Coach Life Insurance (0.083%) [Budget Needs II, III, VIII]	\$	466.00	1	\$	466.00	1	\$	466.00	2	\$	932.00
6300	240	PBIS Coach Worker's Comp (0.5580%) [Budget Needs II, III, VIII]	\$	313.00	1	\$	313.00	1	\$	313.00	2	\$	626.00
6300	120	Instructional Coach Base Salary [Budget Needs II, III, IV, VIII]	\$	56,158.00	1	\$	56,158.00	1	\$	56,158.00	2	\$	112,316.00
6300	210	Instructional Coach Retirement (7.92%) [Budget Needs II, III, IV, VIII]	\$	4,448.00	1	\$	4,448.00	1	\$	4,448.00	2	\$	8,896.00
6300	220	Instructional Coach Social Security (FICA @ 7.65%) [Budget Needs II, III, IV, VIII]	\$	4,296.00	1	\$	4,296.00	1	\$	4,296.00	2	\$	8,592.00
6300	230	Instructional Coach Health and Hospitalization [Budget Needs II, III, IV, VIII]	\$	7,371.00	1	\$	7,371.00	1	\$	7,371.00	2	\$	14,742.00
6300	230	Instructional Coach Life Insurance (0.083%) [Budget Needs II, III, IV, VIII]	\$	466.00	1	\$	466.00	1	\$	466.00	2	\$	932.00

