



PALM BAY
ELEMENTARY SCHOOL

School Improvement Plan

Palm Bay Elementary School

2019-2020

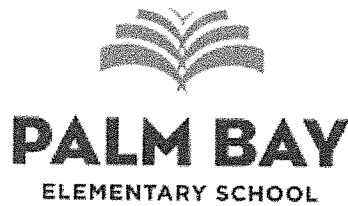
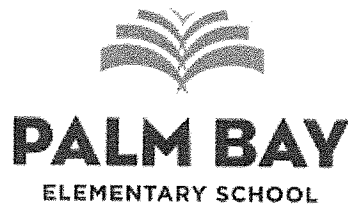


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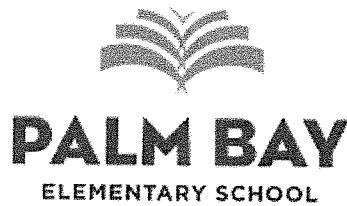


1. Mission/Vision Statements of the School

The vision of Palm Bay Elementary School is to use innovative teaching and learning methods and strategies infused with technology in all aspects of student learning with the goal of creating a learning environment that promotes critical thinking and problem-solving skills that students will use to transition to a global economy and society. Palm Bay Elementary School provides a contemporary, inspiring learning environment where students achieve their maximum potential in academics, technology, and responsibility.

The mission of Palm Bay Elementary School is to improve the lives of its students by providing authentic learning experiences in a collaborative, nurturing environment that will build a foundation for students' success in school, at future work, and in life.

The school will adhere to the guiding principles as outlined in Section 1002.33(2)(a) of the Florida Statute by providing students with an educational opportunity that promotes high student achievement and flexibility. The school will offer students a learning model that focuses on the development of the whole student, supports high academic standards, integrates technology in all aspects of learning, and promotes tolerance for others.



2. Areas of Focus for 2019-2020 Based on School Data

2.1. ELA Data

Grade	PBES Achievement Level	State Achievement Level
Third Grade	67	58
Fourth Grade	53	58
Fifth Grade	37	56

2.1.1 ELA Goal for 2019-2020

62% of tested students will score level 3+ on FSA. Fourth and fifth grade students will show 55% learning gains based on FSA.

2.1.2 ELA Reading Strategies for 2019-2020

1. Teachers will use formative assessment strategies to guide teaching.
2. Teachers will conduct an item analysis on summative assessments to guide reteaching.
3. Teachers will implement consistent grading practices within teams.
4. Teams will implement focused instruction on essential standards.

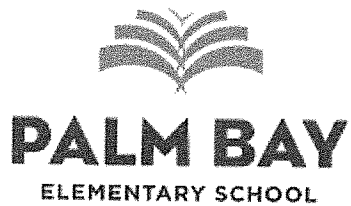
2.1.3 ELA Writing Strategies for 2019-2020

Writing scores are incorporated into the overall ELA scores. To improve the ELA scores, school personnel will implement the following strategies, specifically in writing instruction:

1. Teachers will use formative assessment strategies to guide teaching.
2. Teachers will implement consistent grading practices within teams.
3. Students will be given specific feedback during writing instruction.

2.2. Math Data

Grade	PBES	State
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	Achievement Level	Achievement Level
Third Grade	60	62
Fourth Grade	64	64
Fifth Grade	39	60

2.2.1 Math Goal for 2019-2020

65% of tested students will score level 3+ on FSA. Fourth and fifth grade students will show 55% learning gains based on FSA.

2.2.2 Math Strategies for 2019-2020

1. Teachers will use formative assessment strategies to guide teaching.
2. Teachers will conduct an item analysis on summative assessments to guide reteaching.
3. Teachers will implement consistent grading practices within teams.
4. Teams will implement focused instruction on essential standards.

2.3 Science Data

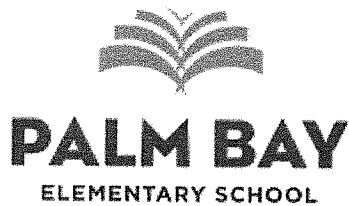
Year	PBES Achievement Level	State Achievement Level
2017-2018	30	53

2.3.1 Science Goal for 2019-2020

62% of tested students will score level 3+ on FSA.

2.3.2 Science Strategies for 2019-2020

1. Teachers will use formative assessment strategies to guide teaching.
2. Teachers will conduct an item analysis on summative assessments to guide reteaching.
3. Teachers will implement consistent grading practices within teams.
4. Teams will implement focused instruction on essential standards.



5. The STEM teacher will provide additional science instruction to students in grades 3-5.

2.4 Attendance and Behavior Data

Year	Attendance Percentage	Number of Office Referrals	Days ISS/OSS
2018-2019	93%	161	94

2.4.1 Attendance and Behavior Goals for 2019-2020

- The daily attendance rate will increase to 95%.
- The number of ODRs will be reduced to <100.
- The number of ISS/OSS days will be reduced to 50.

2.4.2 Attendance and Behavior Strategies for 2019-2020

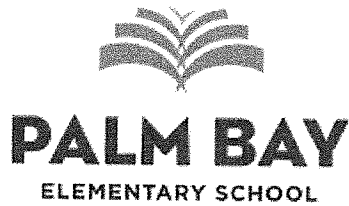
1. Schoolwide focus on social-emotional competencies and daily class meetings.
2. Employ a Behavioral Interventionist who will focus on teaching pro-active strategies to increase positive behavior.
3. Meet with parent/guardians of students who have excessive tardies and/or absences.
4. Conduct monthly attendance celebrations.

3. Title I Requirements

The school will adhere to the guiding principles as outlined in Section 1002.33(2)(a) of the Florida Statute by providing students with an educational opportunity that promotes high student achievement and flexibility. The school will offer students a learning model that focuses on the development of the whole student.

3.1 Professional Development Strategies for 2019-2020

- ❖ Teachers will be trained in the use of Wit & Wisdom.
- ❖ Teachers will be trained in the use of formative assessment.



- ❖ Teachers will be trained in gender specific strategies to motivate boys.
- ❖ Admins will conduct “Learning Together” Wednesdays in September and January.
- ❖ Admins will create grading and reporting guidelines with teacher input.
- ❖ Teachers will create an essential standards document to be followed by all teachers on a given grade level.

3.2.1 Monitoring Strategies Plan

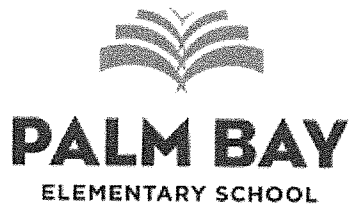
Strategy	Person	Strategy	Person	Strategy	Person
2.1.2.1	Phillips	2.2.2.1	Phillips	2.3.2.4	Phillips
2.1.2.2	Clark	2.2.2.2	Clark	2.3.2.5	Reeves
2.1.2.3	Phillips	2.2.2.3	Phillips	2.4.2.1	Underwood
2.1.2.4	Phillips	2.2.2.4	Phillips, Clark	2.4.2.2	Phillips
2.1.3.1	Clark	2.3.2.1	Phillips	2.4.2.3	Underwood
2.1.3.2	Clark	2.3.2.2	Clark	2.4.2.4	Underwood , Clark
2.1.3.3	Clark	2.3.2.3	Phillips		

- ❖ Admins will conduct classroom walk-through assessments and review lesson plans to ensure implementation of SIP strategies.

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

The school completes a Parental Involvement Plan (PFEP), which can be found on the school website and as a hardcopy in the school office.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring, and other pupil services.



The school will hire a Behavior Interventionist to assist teachers and administration with the behavioral needs of students. Additionally, an academic intervention teacher, and/or paras, will be hired to assist students in academic areas of need. The school will focus on a social-emotional curriculum to address student trauma and mental health.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The school will create and implement a Transition Plan for students moving from Pre-K into Kindergarten and from 5th grade to middle school. The plan will include classroom visits, parent meetings, and materials to accelerate curriculum. The plan will also include parent meetings and class visits for in-coming kindergarten students.

Describe the process through which school leadership identifies and plans to recruit/retain effective teachers.

For recruitment:

Admins use an on-line employment-related search engine to search for applicants and post positions. The system has allowed for “new hires” who were planning a move to the area. In addition, positions are advertised via the Bay District Schools employment opportunities website. Administrators and faculty members maintain relationships with staff at local colleges (Florida State PC Campus, Chipola State College, and Gulf Coast State College), where jobs are posted and discussed with possible candidates.

For retention:

Principals celebrate teacher achievements via a weekly newsletter. Teachers are given positive feedback as a result of administrative weekly classroom walk-throughs. The principal builds relationships with all teachers; and is intentional about those relationships with the teachers who are highly effective as instructors.