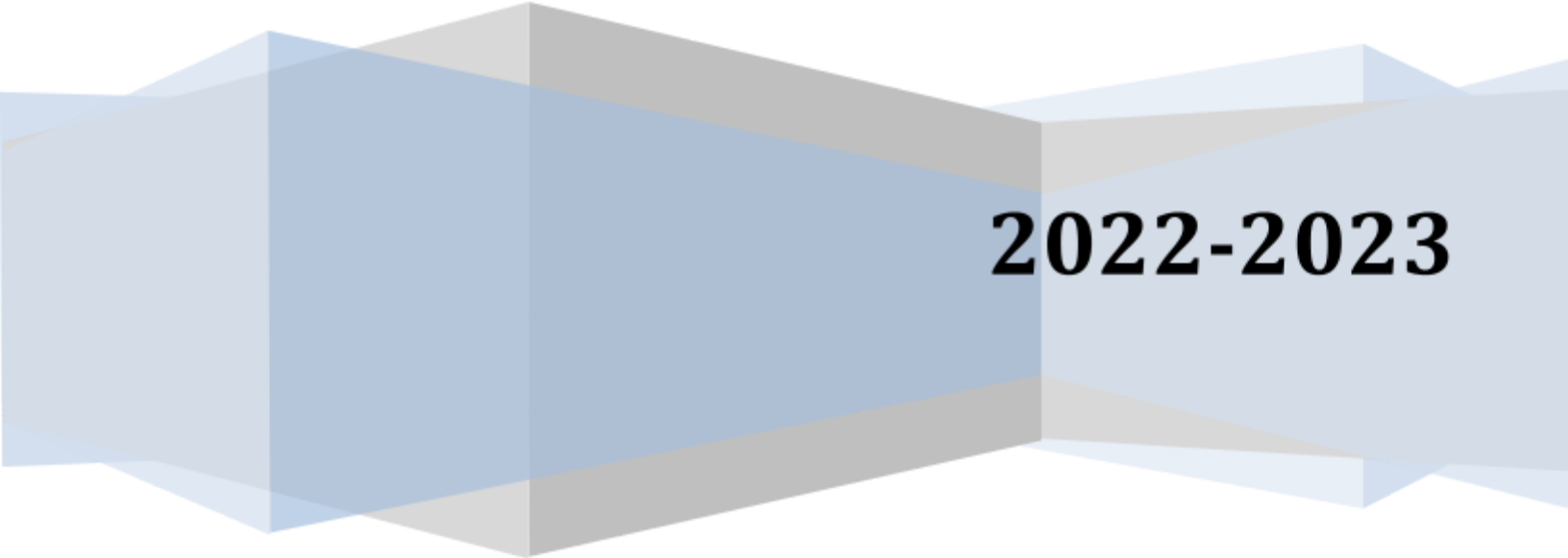


# **School Improvement Plan**

**Palm Bay Elementary School**



**2022-2023**



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## **1. Mission/Vision Statements of the School**

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The vision of Palm Bay Elementary School is to improve the lives of our students.

The mission of Palm Bay Elementary School is to provide authentic learning experiences, a collaborative nurturing environment, and build a foundation for student success through the use of technology and social/emotional supports.

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 2022-2023 Based on School Data

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### 2.1. ELA Data

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Grade	Spring 2022 FSA Percent Proficient **
Third Grade	57%
Fourth Grade	66%
Fifth Grade	69%

#### 2.1.1 ELA Goal for 2022-2023

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65% of tested 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students will score at or above grade level proficiency on the ELA Spring Benchmark Assessment

#### 2.1.2 ELA Reading Strategies for 2022-2023

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1. Teachers will conduct an item analysis on summative assessments to guide reteaching.
2. Teachers will rely on data-driven instruction to ensure high quality learning experiences for all students as measured by i-Ready and grade level performance.
3. Dedicated time for intervention in the master schedule and after school tutoring beginning October 1st.
4. Teachers will implement Universal Design for Learning strategies including interactive notebooks and anchor charts.

#### 2.1.3 ELA Writing Strategies for 2021-2022

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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 rubrics to allow students to self-assess through the writing process.
2. Teachers will rely on data-driven instruction to ensure high quality learning experiences for all students.



3. Students will be given specific feedback during writing instruction based on rubrics.

## 2.2. Math Data

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<b>Grade</b>	<b>Spring 2022 FSA MATH Percentage Proficient **</b>	<b>% of Learning gains</b>
Third Grade	77%	
Fourth Grade	71%	
Fifth Grade	69%	

### 2.2.1 Math Goal for 2022-2023

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65% of tested 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students will score at or above grade level proficiency on Spring Math Benchmark Assessment

### 2.2.2 Math Strategies for 2022-2023

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1. Teachers will conduct an item analysis on summative assessments to guide reteaching.
2. Teachers will rely on data-driven instruction to ensure high quality learning experiences for all students through use of i-Ready and classroom performance.
3. Intervention time
4. Dedicated time for intervention in the master schedule and after school tutoring beginning October 1st.

## 2.3 Science Data

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<b>Grade</b>	<b>Science State Assessment Spring 2022 Percent Proficient**</b>
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5<sup>th</sup> Grade 61%

2.3.1 Science Goal for 2022-2023

- 65% of tested 5<sup>th</sup> grade students will score at or above grade level proficiency on Spring State Science Assessment.

2.3.2 Science Strategies for 2022-2023

1. Teachers in grade 1-5 will implement instruction with HMH Science curriculum to ensure high quality learning experiences for students.
2. 5<sup>th</sup> Grade teachers will implement the use of Study Island to provide reinforcement of science standards.

2.4 Attendance and Behavior Data

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Year	Attendance Percentage	Number of Office Referrals	Days ISS/OSS
2019-2020	95%	97	30
2020-2021	93%	101	50
2021-2022	93%	280	124

2.4.1 Attendance and Behavior Goals for 2022-2023

- The daily attendance rate will meet or exceed 95%.
- The number of ODRs will be reduced to <80.
- The number of ISS/OSS days will be reduced  $\leq 125$ .

2.4.2 Attendance and Behavior Strategies for 2022-2023

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1. Schoolwide focus on social-emotional competencies and daily morning meetings to create high quality learning experiences for all students.
2. Teachers will follow “The First Six Weeks of School” to focus on expectations, relationship-building, and procedures and routines to build classroom community.
3. Employ a full-time Social Worker who will focus on teaching proactive strategies to increase positive behavior.
4. Employ an ISS para to decrease OSS number.
5. Meet with parent/guardians of students who have excessive tardies/absences and/or behavior issues.
6. Conduct monthly attendance celebrations.



### 3. Title I Requirements

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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 2022-2023

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- ❖ Teachers will be trained in building and analyzing summative assessments in ELA and Math.
- ❖ Admins will conduct book study of “Figuring Out Fluency in Mathematics Teaching and Learning” weekly in October, November, December, and January.
- ❖ Teachers and Admin will conduct book study of “Closing the Loop” to improve communication between school and home
- ❖ Teachers will be trained in Responsive Classroom - Language of Learning in August 2022.

#### 3.2.1 Monitoring Strategies Plan

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Strategy	Person	Strategy	Person
2.1.2.1	Phillips	2.2.2.4	Phillips, Clark
2.1.2.2	Clark	2.3.2.1	Phillips
2.1.2.3	Phillips	2.3.2.2	Clark
2.1.3.1	Clark	2.3.2.3	Phillips
2.1.3.2	Clark	2.4.2.1	Phillips/Clark
2.1.3.3	Clark	2.4.2.2	Phillips/Clark
2.2.2.1	Phillips	2.4.2.3	Phillips/Clark
2.2.2.2	Clark	2.4.2.4	Phillips/Clark
2.2.2.3	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 Social Worker 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 from 5<sup>th</sup> 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.