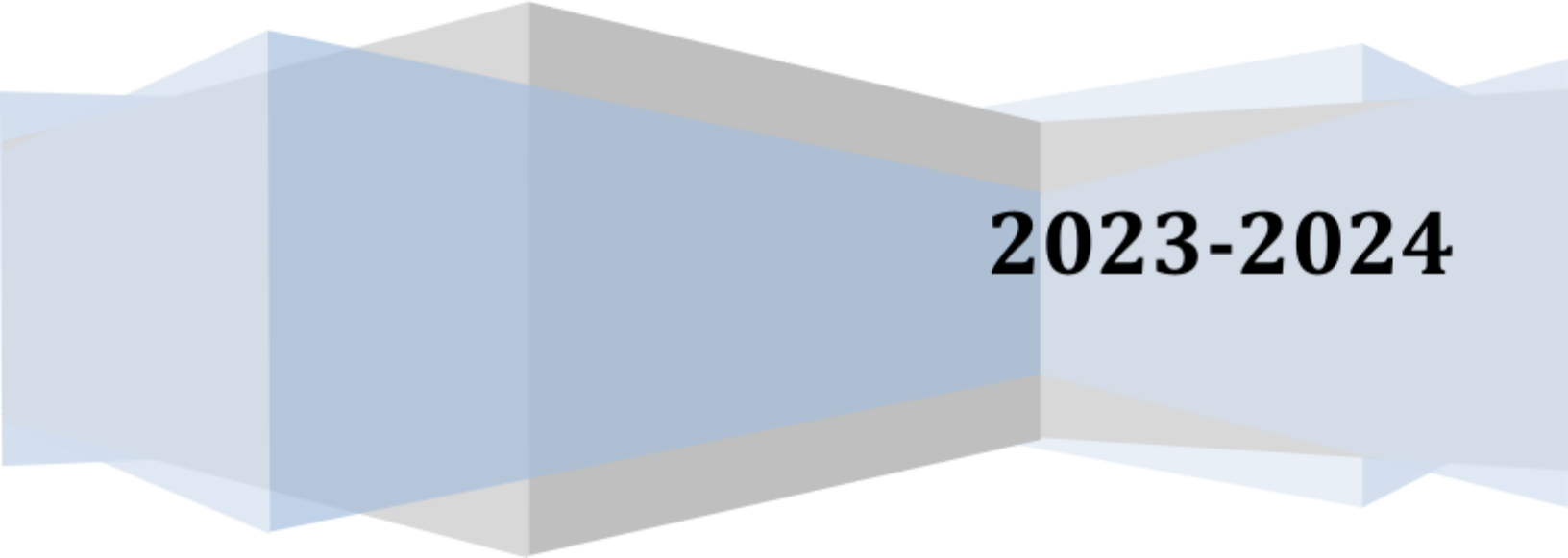


School Improvement Plan

Palm Bay Elementary School



2023-2024



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1. Mission/Vision Statements of the School



PALM BAY SCHOOLS VISION

To improve the lives of our students

PALM BAY SCHOOLS MISSION

Provide authentic learning experiences, a collaborative, nurturing environment that will equip our students for academic and personal success through their educational careers and beyond.

Kindness, Responsibility, Respect, and Integrity are found in our school's core values and expectations. Individual worth and high expectations for all students are also part of this value system.

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.

School Grade History

YEAR	2017-18	2018-2019	2019-2020	2020-2021	2021-2022	
GRADE	B	C	N/A	N/A	A	



2. Areas of Focus for 2023-2024 Based on School Data

2.1. ELA Data STAR/FAST Spring Assessment

Grade	Student Achievement Percent Proficient Overall
Kindergarten	66%
First	70%
Second	50%
Third	49%
Fourth	65%
Fifth	53%
Overall Average Proficiency in ELA	60.5%

2.1.1 ELA Goal for 2023-2024

60% of tested 3rd and 4th grade students will score at or above grade level proficiency in the ELA Spring Benchmark Assessment. 70% of tested Kindergarten, 1st, 2nd and 5th grade students will score at or above grade level proficiency on the ELA Spring Benchmark Assessment.

2.1.2 ELA Reading Strategies for 2023-2024 experiences for all students as measured by STAR/FAST grade level performance.

1. Dedicated time for intervention in the master schedule and after school tutoring beginning October 1st.
2. Instructional Coaches will support teachers in data analysis of i-Ready diagnostic and summative assessment data to drive instruction.
3. Data Team will meet monthly to monitor student progress
4. Monthly data chats with teachers
5. Full inclusion school wide and implementing standards based ELA curriculum

2.2. Math Data STAR/FAST Spring Assessment



Grade	Student Proficiency Achievement
Kindergarten	70%
First	66%
Second	75%
Third	56%
Fourth	56%
Fifth	40%
Overall Average proficiency in Math	60.5%

2.2.1 Math Goal for 2023-2024

60% of tested 2nd, 3rd, and 4th grade students will score at or above grade level proficiency on Spring Math Benchmark Assessment. 65% of tested Kindergarten, 1st, and 5th grade students will maintain or exceed grade level proficiency on the Spring Math Progress monitoring assessment.

2.2.2 Math Strategies for 2023-2024

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. Teachers will work with instructional coaches to analyze data and make action plans to increase student achievement.
4. Dedicated time for intervention in the master schedule and after school tutoring beginning October 1st.

2.3 Science Data

Grade	Science State Assessment Spring 2023
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Percent Proficient**

5th Grade 25%

2.3.1 Science Goal for 2023-2024

54% of tested 5th grade students will score at or above grade level proficiency on Spring State Science Assessment.

2.3.2 Science Strategies for 2023-2024

1. Teachers in grade 1-5 will implement instruction with HMH Science curriculum with fidelity to ensure high quality learning experiences for students. Summative assessment data in grades 3-5 will be analyzed to determine strengths and weaknesses of standards mastery.
2. 5th Grade teachers will implement the use of Study Island to provide reinforcement of science standards.
3. Teachers will work with instructional coaches to analyze data and make action plans to increase student achievement.
4. Teachers will focus on science vocabulary for increased understanding of science concepts and content.

2.4 Attendance and Behavior Data

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
2022-2023	93%	246	218

2.4.1 Attendance and Behavior Goals for 2023-2024

- The daily attendance rate will meet or exceed 95%.
- The number of ODRs will be reduced to <150.
- The number of ISS/OSS days will be reduced ≤ 125.

2.4.2 Attendance and Behavior Strategies for 2023-2024

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. Employ instructional coaches to assist teachers with data collection, data analysis, and lesson planning and instruction.
6. Meet with parent/guardians of students who have excessive tardies/absences and/or behavior issues.
7. 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 2023-2024

- Teachers will be trained in analyzing summative assessment data to make data driven decisions for instruction in ELA, Math, Science, and History.
- Teachers and Admins will conduct a book study Letting Data Lead by Eileen Depka

3.2.1 Monitoring Strategies Plan

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 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.