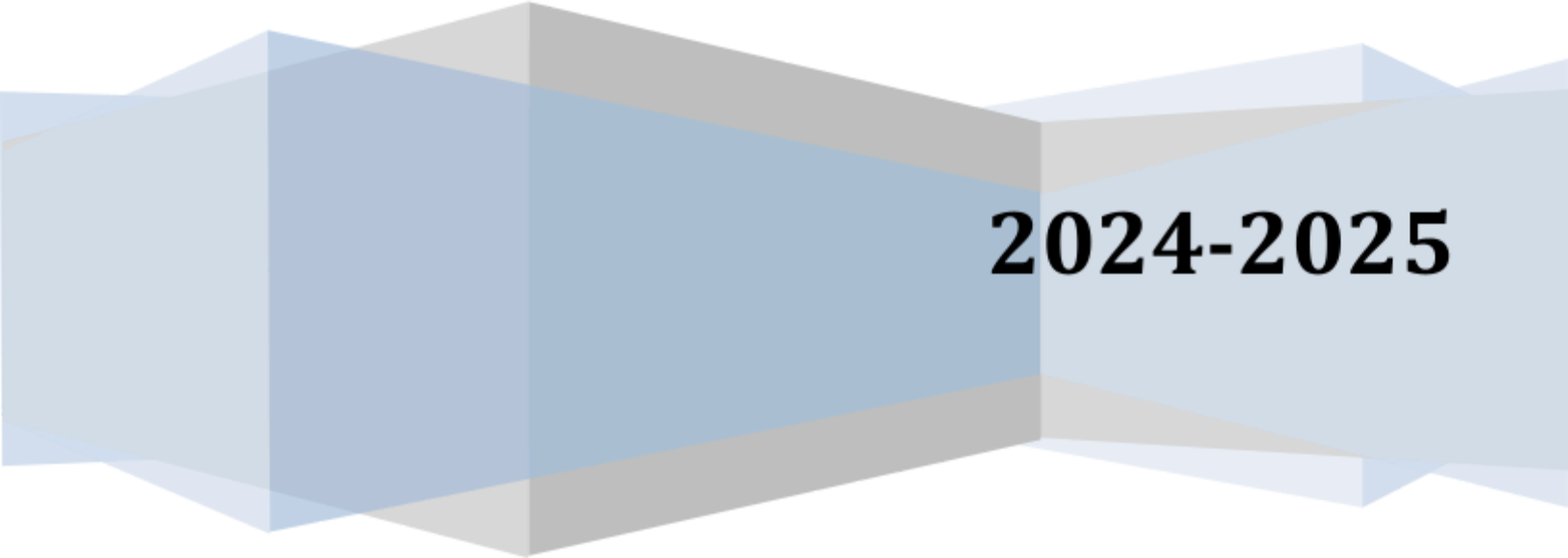


# **School Improvement Plan**

**Palm Bay Elementary School**



**2024-2025**



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## 1. Mission/Vision Statements of the School

### **PALM BAY SCHOOLS VISION**

Empowering the lives of our learners.

### **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	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
GRADE	C	N/A	N/A	A	C	B



## 2. Areas of Focus for 2024-2025 Based on Year end 2024 School Data

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### 2.1. ELA Data STAR/FAST Spring 2024 Assessment

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Grade	Student Achievement Percent Proficient Overall
Kindergarten	76
First	53
Second	75
Third	57
Fourth	50
Fifth	47
Overall Average Proficiency in ELA	53

#### 2.1.1 ELA Goal for 2024-2025

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60% of tested 3rd and 4th grade students will score at or above grade level proficiency in the ELA Spring Benchmark Assessment. 65% of tested 2nd grade students will score at or above grade level proficiency in the ELA Spring Benchmark Assessment. 70% of tested Kindergarten, 1st 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 2024-2025 experiences for all students as measured by STAR/FAST grade level performance.

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1. Dedicated time for Tier 2 and Tier 3 intervention in the master schedule.
2. Instructional Coach 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 scheduled with teachers
5. Full inclusion school wide and implementing standards based ELA curriculum with ESE teacher to support our students with disabilities.
6. K-2 teachers will use visual aids, speak slowly and check for understanding with our ELL students to improve language acquisition and ELA standards mastery.



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## 2.2. Math Data STAR/FAST Spring 2024 Assessment

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Grade	Student Proficiency Achievement
Kindergarten	80
First	69
Second	84
Third	53
Fourth	58
Fifth	50
Overall Average proficiency in Math	

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### 2.2.1 Math Goal for 2024-2025

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60% of tested 2nd, 3<sup>rd</sup>, and 4<sup>th</sup> grade students will score at or above grade level proficiency on Spring Math Benchmark Assessment. 70% of tested 2nd 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 2024-2025

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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. Teachers will work with instructional coach to analyze data and make action plans to increase student achievement.



4. Dedicated time for Tier 2 and Tier 3 intervention in the master schedule.  
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## 2.3 Science Data

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5<sup>th</sup> Grade      **Science State Assessment Spring    Percent Proficient\*\***

2022	2023	2024
61%	25%	53%

### 2.3.1 Science Goal for 2024-2025

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 2024-2025

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. 3<sup>rd</sup> - 5<sup>th</sup> Grade teachers will implement the use of Study Island to provide reinforcement of science standards using benchmark assessments.
3. Teachers will work with instructional coach 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.

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## 2.4 Positive Culture and Environment

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Year	Attendance Percentage	Number of Office Referrals	Days ISS/OSS
2020-2021	93%	101	50
2021-2022	93%	280	124
2022-2023	93%	246	218
2023-2024	92%	183	101

### 2.4.1 Attendance and Behavior Goals for 2024-2025

- 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  $\leq 90$

### 2.4.2 Attendance and Behavior Strategies for 2024-2025

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1. Teachers will follow “The First Six Weeks of School” to focus on expectations, relationship-building, and procedures and routines to build classroom community.
2. Employ a full-time Social Worker who will focus on teaching proactive strategies to increase positive behavior.
3. Employ an ISS para to decrease OSS number.
4. Employ instructional coaches to assist teachers with data collection, data analysis, and lesson planning and instruction.
5. Meet with parent/guardians of students who have excessive tardies/absences and/or behavior issues.
6. Conduct monthly attendance celebrations.

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### **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.

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#### **3.1 Professional Development Strategies for 2024-2025**

- Teachers will be trained in analyzing summative assessment data to make data driven decisions for instruction in ELA, Math, Science, and History.
- Teachers will conduct a book study with *The Joyful Teacher Strategies for Becoming the Teacher Every Student Deserves* to increase the culture for clear expectations, structure, classroom management, student engagement, teacher-led instruction and student collaboration.

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#### **3.2 Positive Culture**

***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.

Palm Bay builds positive relationships through continuous communication (teacher or staff contacts, Remind, website, monthly newsletter, Charter Board meetings, and family events sponsored by the school).

***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 utilize a Behavior Paraprofessional, a Social Worker, and the School Counselor 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.





***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 middle school to high school. The plan will include classroom visits, parent meetings, and materials to accelerate curriculum.

### 3.3 Recruitment./Retention of effective teachers

***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.