

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 31 Elementary schools (includes K-8)
 - 10 Middle/Junior high schools
 - 7 High schools
 - 0 K-12 schools
- 48 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	9	11	20
1	11	11	22
2	12	12	24
3	13	10	23
4	13	15	28
5	12	10	22
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	70	69	139

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 0 % Black or African American
 - 2 % Hispanic or Latino
 - 3 % Native Hawaiian or Other Pacific Islander
 - 86 % White
 - 8 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 13%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	19
(4) Total number of students in the school as of October 1, 2016	152
(5) Total transferred students in row (3) divided by total students in row (4)	0.13
(6) Amount in row (5) multiplied by 100	13

6. English Language Learners (ELL) in the school: 0%
0 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

7. Students eligible for free/reduced-priced meals: 0%
Total number students who qualify: 0

8. Students receiving special education services: 1 %
2 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>0</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>2</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 14
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	7
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	96%	97%	95%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2007

15. In a couple of sentences, provide the school's mission or vision statement.

Pensacola Beach Elementary School recognizes each child's individual needs and abilities. The school is dedicated to providing a nurturing, safe environment in which students achieve academic success and receive a strong foundation to prepare them to confidently succeed in the twenty-first century.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Applicants who reside on Pensacola Beach are accepted. If classes are not at capacity with students who reside on Pensacola Beach, off-island students are welcome to submit an application for admission. A lottery for off-island students exists if needed. The lottery is based upon the number of previous off-island students and new on-island resident-applicants. Previous off-island students have priority over new off-island applicants. More details on the lottery and the complete Pensacola Beach Elementary School Enrollment Policy manual are available on the school website at PBES.ORG/enrollment.

PART III – SUMMARY

Pensacola Beach Elementary School (PBES) is located on beautiful Santa Rosa Island - a barrier island between the mainland and the Gulf of Mexico; on the Panhandle of the State of Florida. The sugar-white sands of the island make this a unique location and PBES a unique school.

Our school was founded in 1979 by the Escambia County School District. The very first students who attended the “beach school” did so in the private home of Mr. Harry Gowens. Mr. Gowens was the first of many residents of Pensacola Beach to place their unwavering support in creating and sustaining PBES. With the help of Mr. Gowens’ vision, the beach school was built in its present location. PBES has enjoyed many successful years as a public school within the Escambia County School District.

As early as 2000, Escambia County School District officials began discussions about closing the school. Parents, teachers, and community members banded together to keep their school open. In 2002, PBES became a public charter school. Throughout the PBES’ existence, the school has consistently been a top performing school. PBES has been an “A” rated school in the state of Florida for 18 straight years. In 2007, PBES was selected as a National Blue Ribbon School. In 2010, the state of Florida officially recognized PBES as a “High Performing School”, and in the fall of 2017, the state of Florida designated PBES a “School of Excellence.” The goal of our school is to simply provide the very best educational experience for all of our children.

Our unofficial motto is “Work hard, play hard.” We challenge our students each and every day to listen and to do their very best. We in turn, provide a high quality educational program, one that is researched based and tailored to meet the individual needs of each student. Students are expected to improve, at minimum, one year of educational growth every year.

PBES offers many unique programs that contribute to our students' success. A perfect example of this is our annual school-wide astronomy night. Volunteers from the local college and astronomy club set up telescopes and displays for students to explore hands on astronomy lessons. In lieu of the traditional competitive year end “field day”, PBES hosts a campus-wide “water day” complete with water slides and fire fighter water hoses in which everyone is a “winner” for team building skills! Students are taught community service through our “Beach Safety Day”. Each year, PBES invites students from a local rural school join our students to learn about marine life and the barrier island. "Global Corner" provides an opportunity for students to explore music, art, literature and foods from various countries. Our “Sandpiper Strut” brings fitness and the community together. Our entire student body, teachers, parents and staff members walk together down the main street of Via De Luna Drive to the pier to raise money for the school. Our Beach Brigade Program and Sand Dollar Store award students via “sand dollars” for their effort, work ethic and positive attitude toward learning.

Our philosophy is that ALL children can make academic gains. We provide nurturing classroom environments for students to achieve academic success as well as emotional and social growth. Core values such as diversity, integrity, patriotism, and respect are an integral part of our curriculum. These core values enable our students to develop self-confidence, critical thinking skills and appreciation for differences. Educating the “whole child” is the essence of our mission.

Our key strategies for academic success are differentiated instruction, responsive classroom environments, research-based instruction, and evidence based practices aligned to Florida state standards. Data from ongoing formative and summative assessments drive our curriculum, instructional strategies and practices.

As a charter school our challenge is being responsible for all aspects of the school: financial, educational, maintenance, facilities, transportation and community involvement. Administrators, teachers, staff and board members serve in multiple roles to meet these challenges. These roles include basic everyday tasks (such as car line, preparing lunches, making copies) to budget and board decisions. Everyone shares in the responsibilities of PBES. 2007 was a proud moment for our school. PBES was devastated by Hurricane Ivan in September of 2005. Most of the school buildings were completely destroyed. PBES students and

faculty were forced to relocate to temporary classrooms off-island. In January 2006, we moved back “home” to Santa Rosa Island. Through all of the adversity, our community, our families, our staff and especially our students continued their commitment through hard work and determination. Receiving the National Blue Ribbon award in 2007 was the official recognition for what we already know, which is to succeed one must push through obstacles and rise above challenges. Since 2007, we continue to work hard.

The nomination of PBES as National Blue Ribbon School in 2018 recognizes the many efforts of our community, our parents and families, our students and the teachers and staff. What an honor to be recognized again!!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Pensacola Beach Elementary School’s core curriculum is researched based, aligned to Florida State Assessment standards and tailored to meet the individual needs of each student. The core curriculum encompasses a cross discipline approach. Subjects are taught through project based learning with students actively engaged and accountable for their learning experience. The core curriculum encompasses civics, community service, character development, health, fitness, music, art, and technology to teach the “whole child.” Teachers scaffold their instruction to engage students, teach concepts, and offer remediation to those struggling.

Reading/ELA

Researched based reading materials that provide instruction in language, phonemic awareness, phonics, fluency, vocabulary and comprehension are used for reading instruction. Foundational skills begin with phonics and phonemic awareness building to fluency, comprehension and vocabulary skills. Students in grades K-2 “learn to read” using decoding, spelling and site word skills. Students in grades 3-5 “read to learn” using text structure, author are purpose, and vocabulary skills. Students are taught in small groups to independently read a passage, synthesize its meaning and apply their understanding in both formative and summative assessments. Students take ownership in reading through guided reading, shared reading, independent reading and reading aloud to develop their reading skills, strategies, confidence and increase their knowledge.

Our school wide writing program goal is to allow students to use writing for expression, creativity and imagination. Journal writing begins in the primary grades where grammar, punctuation and sentence structure are stressed. Intermediate grades write standard based compositions assessed in the areas of purpose, focus, organization, evidence, elaboration and mechanics using a writing rubric. Repeated opportunities to practice and ongoing feedback move our students from early literacy skills to more advanced compositions. After listening to music, students write their interpretation of the music in the form of poems, short stories, narratives and illustrations – combining music and literature.

Math

Our math curriculum includes problem solving, critical thinking, creativity, and innovation. We believe a real world problem approach and inquiry based tasks provide students with the math foundation they need to succeed in the 21st Century. STEM lessons lead to application of math skills learned. Students take ownership of their learning with choices, discovery, application, challenges, success and ongoing feedback. Interactive math journals are used in our weekly science labs by graphing data, finding averages and communicating results to assess validity. In addition to textbooks, educational technology programs (Prodigy, Reflex Math and Success Maker) supplement the classroom math program. Our students participate in a district-wide Sunshine Math competition every year.

Science

Students apply what they learn in science class to their everyday lives using a cross-disciplinary approach. The science curriculum is standards based. STEM lessons challenge students to plan, create, test, improve, ask and imagine a solution to a task. Application of knowledge is stressed. To build collaboration, school wide STEM lessons enable students to work hands on with partners or groups. Science labs have been developed for each science standard. Our students communicate their observations, discoveries and ideas in oral, written and project based presentations. Science Fairs are held each spring. Students compete in a Science Fair each spring that is judged by volunteers from the university. Students work with partners or groups to build their collaboration and communication skills through oral presentations, research papers or journals.

Social Studies

Our social studies goal is to provide students a general understanding and importance of our world, country, state and community. Students learn about the environment, societies, economics and history through class projects and group discussions. Social Studies and ELA combine in our Biography Book Reports and History Fair Projects. Students participate in the Junior Optimist Club that instills the value of leadership, teamwork, and good citizenship. The club raises money for local charities – American Cancer Society, Red Cross, Foster Children Society and animal shelters. All students participate in food drives, recognizing our Veterans with a program, visiting nursing homes and hospitals and Ronald McDonald House. Ours students are taught to be appreciative and to give back to the community.

2. Other Curriculum Areas:

Pensacola Beach Elementary School recognizes that for students to succeed the needs of the “whole child” must be met. We provide creative experiences and activities to encourage students to explore and make discoveries about themselves. Our other academic classes elevate student skills and knowledge, build creativity and form lifelong learners.

Music

All students attend music every week. Our music teacher is the recipient of a Distinguished Music Educators Partnership/Yale School of Music award for her work with Pensacola Opera’s educational outreach program “From Words to Music”. Our second grade students select a book and turn it into an opera; from libretto to music to sets to costume to performance. Our music curriculum connects with our ELA curriculum by enhancing reading comprehension, listening skills, language development, memory work, and social skills. Higher cognitive skills are needed to read music and play instruments such as ukuleles and recorders. Memorizing songs enable our students to develop that part of their brain needed for higher cognition skills. Math skills are reinforced by understanding beat, rhythm, and scales, where children are learning how to divide, create fractions and recognize patterns. Science skills are strengthened through our sound wave unit, in which the various ways vibrations are achieved and manipulated to obtain sound and pitch are studied. Our “Soundpipers” student chorus performs for a variety of community audiences (Veterans, hospitals, nursing homes) to promote community service. Educational outreach programs from our local symphony, ballet, children’s chorus and opera enrich our program and exposure students to all genres of music.

Art

Art education is offered once a week to every student. Tools used in art help to strengthen motor skills which in turn support penmanship, cutting with scissors, as well as illustrating with crayons and markers in the classroom. Art requires students to use creativity and critical thinking skills to create art projects. This improves cognition and decision making skills in the core subjects. Art education encourages students to engage in a variety of art experiences and develop solutions to problems. Students participate in art functions throughout the year: such as local art festivals, statewide art displays for the capitol, illustrations for the symphony/opera and Google Masterpiece contest.

Physical Education

Physical Education promotes life-long fitness, health, and wellness. P.E. is offered three times a week to all students and recess every day. P.E. increases self-discipline, reduces stress, improves self-confidence, and self-esteem: skills needed to succeed in the academic arena. Students also benefit from PE in that they learn the value of teamwork. The ability to work with others and collaborate on teams, track events, bike rodeo and Jump Rope for Heart help to support classroom activities in science and math. Wellness and fitness are subjects supported by the PE curriculum. Students participate in various running and biking events in the community. Dental health is promoted in grades kindergarten through second. A human growth and development presentation is given to fifth graders by local physicians to prepare them for changes that lie ahead.

Library

Students visit the library every week. In addition to checking out books, the librarian reads aloud to students to encourage and model independent reading and listening skills. Students also meet guest readers and local authors during their library visits. The students learn the inner workings of a library and are taught how to digitally search for books and subject matter and then how to find those books on the shelves in the library. They learn how to use our library's technology and are well versed in how books are handled and cared for. Additional opportunities for students to visit the media center are Literacy Week and Dr. Seuss' Read across America Day. These school wide reading events increase students reading interest, skills, fluency and self-confidence. Accelerated Reader participants enjoy several parties for goals met, given tee shirts and an end of the year party at a local book store.

Technology

Students use technology (Chrome Books, iPads, and Promethean Boards) throughout the school day in both the classroom and the computer lab. All students attend the computer lab every day. The math and reading programs used in the lab are both diagnostic and prescriptive. These programs allow students to not only progress, but to do so at each individual's own pace and specific level. Our technology curriculum includes coding, documents, assessments, slide shows and emails.

3. Instructional Methods, Interventions, and Assessments:

Pensacola Beach Elementary School's instructional methods are balanced between direct and student directed instruction. Students are provided learning activities to discover meaning through exploration. They interact and are actively involved in the learning process, while the teacher serves as facilitator allowing student to work with content to draw understanding.

Responsive classrooms, continuous assessments, flexible groupings, and pacing optimize the learning environment and maximize achievement for all students at PBES. A multiple tiered system of support (MTSS) that encompasses a Response to Intervention (RTI) framework is used for students struggling academically or behaviorally. More intense instruction and research-based intervention adjustments are made for students who need more support, accommodations, or modifications to the curriculum.

Small group instruction is used with students paired by skill level. These groups allow students to engage in activities, participate in discussions and succeed at their level. Groups are fluid, in that students can move as needed based on mastery of skills taught. For those students needing more intense instruction, teacher directed small groups and individual instruction with the literacy coach are used to support understanding and progress. Mixed reading groups provide each student an opportunity to contribute to the learning goal. Independent small groups and peer groups are used to improve listening skills, increase participation, and develop oral language skills.

Differentiated instruction is crucial to the multiple tiered system of support framework. Students of different abilities are provided different instructional paths to apply, develop, and understand information. For example, during reading class students learn how the "theme" of a story is used by an author. Students are allowed to select a passage based on their reading skills and identify the theme of their passage. STEM (Science, Technology, English, and Math) lessons are used in the classroom that challenge students to plan, create, test, improve, ask, and imagine a solution to a task. School wide STEM lessons ranging from "Rockin' Roller Coasters" to Bottle Flippin' and Lego Towers enable students to collaborate, challenge, and communicate their ideas with their peers.

On-going assessments, both formative and summative, allow teachers to monitor the progression of each student, as well as provide solutions for students with a learning gap. The principal, parents and instructor teams are actively engaged in data based decisions for students performing in the lower quartile or those in the RTI process. Students use assessment information to monitor what they are learning and make adjustments to what or how he or she learns. For example, students' conference with instructors to review writing assignments and the rubrics used to assess their progress. Students meet with the technology instructor to review their progress in Success Maker in the areas of math and reading.

All grades at PBES use multiple assessments. Journals, quizzes, projects, reports, stories, and self-assessments are used to assess academic content. Role-plays, experiments, performances, and manipulatives provide teachers with observational assessments. Conversation assessments (oral presentations, and peer conferences) are used in Science Fair, history projects, book reports, and research reports. Data results are continuously monitored to determine student progression, modify curriculum materials, and adjust instructional strategies and pacing. Explicit instruction is given at all grade levels to ensure clarity for learning tasks and goals. Teachers set expectations, identify the task needed to reach the learning goal. Goals for the day and week are written on the board and classes begin with a “snapshot” of previous concepts taught, question and answer time to clarify misunderstandings or confirm understanding. For example, before teachers introduce a new math concept, back ground knowledge is used to determine the students understanding of the concept; then the teacher provides example and non-examples to clarify the lesson.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Built on pilings, located on the beach, and painted in soft tropical colors - our school exudes an appealing educational setting. Students are appreciated for who they are as individuals. Families know that their children's welfare can be trusted with the staff. Children feel safe here at PBES. Success breeds success.

Pensacola Beach Elementary School (PBES) sets high standards and we ALL work hard to meet the challenges. PBES is a family that cares for the individual. School lunches are given to those students who leave their lunch at home. A sign in the office says "Flip Flop Repair Shop" for those days when shoes break. Every Friday, school shirts are worn to remind us of the pride we have in our school. Our students enjoy attending school because they feel that they belong to the "Sandpiper" family. Books published by classes, canvas art work hung in each classroom and snapshots of students on classroom bulletin boards create a sense of belonging. Students are responsible for school "chores" such as morning announcements, greeting guests, and updating the school marquee. This environment results in students who are eager to come to school and enthusiastic about learning.

Our staff's goal is simple and that is to teach children what they need to know to succeed. We teach this in a nurturing environment. Students are rewarded for positive behavior through our Sand Dollar and Beach Brigade programs. Students recognize that mistakes are opportunities to learn and grow. A school-wide behavior program using a growth mindset philosophy is used at PBES. Students are taught that mistakes are proof of effort, and through continued mindset redirection, students can make it a habit to turn negative thinking into positive encouragement. Instead of telling themselves that they are not good at something because of a mistake, a growth mindset approach would remind students of the aspects they do understand and now just to fill in the missing pieces. This method breeds independence, pride, confidence, and personal satisfaction.

The Board of Directors host a "Back to School" luncheon and an annual holiday party for our staff at a local restaurant in appreciation for their hard work and dedication. The Board, through the principal, provides the staff a great educational setting. They are cognizant of always looking for ways to improve the educational setting for the staff and the school.

A sense of belonging and appreciation for others summarizes our school culture.

2. Engaging Families and Community:

Pensacola Beach Elementary School (PBES) is highly visible in the community of Pensacola Beach. The Board of Directors, comprised of four community members, raise funds from the community through our Partners in Education Program. The PTA has 100% membership from the parents and staff. The PTA also raises money to support our educational programs. Civic Organizations, churches, fire department, sheriff department support our school as well. School organizations and community organizations partner to continue to improve the quality of education for our students.

Community groups like the Pensacola Beach Optimist Club (PBOC) host a fundraiser annually to support our school. The staff and parents attend the Kentucky Derby Party each year to support the PBOC. The PBOC sponsors our Bike Rodeo, and judges our students participating in the annual Optimist Speech Contest. They also provide a reception for all participants and families following the event.

The Pensacola Beach Women's Club donates to our school annually. The club also provides volunteers during our PTA Fall Festival. PBES faculty provides support to the Women's Club fundraiser by volunteering for their events.

Parent's support our school through the PTA. "The Outstanding PTA Organization – for Local Unit Volunteer Hours" was awarded to our PTA in 2017. The PTA works with the teachers to enhance their

classrooms and school grounds in numerous ways: such as educational materials, field trips and guest speakers. PTA members volunteer for meet and greet, they serve school lunches, work at the Sand Dollar Store and Beach Brigade. The PTA also sponsors our PBES yearbook and they frame our school-wide photo each year.

Two local churches support our school. Our Lady of the Assumption Catholic Church allows us to use their facility for our holiday program and our fifth grade promotion ceremony. The Pensacola Community Church hosts our second grade opera, Beach Brigade, Optimist speeches, and PTA events.

The local Elks Lodge donates to our school and they award 2 fifth grade students with good citizenship certificates.

The Pensacola Beach Fire Department is directly across the street from the school. The firemen provide school-zone services at the beginning of the year. They host Fire Safety field trips for students in grades kindergarten through second. They also repair our flag pole if needed. They too, are a Partner in Education.

Our Sheriff's Department frequents our campus. Deputies monitor the school zone to ensure cars are traveling at a slow, safe speed during school hours.

At the end of each year our students participate in the "Sandpiper Strut". This is a mile hike down to the center of the Pensacola Beach. This day is to show everyone our pride in ourselves and our community.

3. Professional Development:

Pensacola Beach Elementary School's professional development approach is one grounded in the belief that "Great Teachers Make Great Students." Our professional development is based on our students and their needs. An overview of our professional development is one that allows our teachers to collaborate with other educators, to learn about new technology, changes in laws, subject area content updates, and student learning needs aligned to state standards and Florida assessments.

PBES teachers may choose their professional development. This is in contrast to other schools where teachers must attend preselected programs and classes. Teachers are encouraged to seek out high performing schools to broaden their opportunities for professional development. Teachers attend out of district workshops to stay current on educational trends and programs. Workshops attended by our teachers include a wide range of subject areas (FETC Technology Conference, Daily 5 Literacy Workshop, Write Score, and Kagan Cooperative Learning).

To stay abreast of local educational programs, teachers attend professional development workshops at the district and university level. Teachers attend district subject area meetings. Individual teachers lead workshops on campus to inform and train other teachers and staff members.

Our school shares a cohesive writing program as a result of professional development. The literacy coach provides hands on training, she attends classroom sessions, and she role models writing lessons in the classroom. She mentors the teachers on how to score essays using the rubric. For those students not achieving the content standards, the literacy coach and teacher meet to create learning tasks to improve student performance. Our students writing skills have increased our Reading, Science, Social Studies and Math scores in weekly quizzes, tests and presentations. The students have more confidence in their writing skills and the transition to the next grade is smoother with this writing program.

Our fourth and fifth grade classrooms have incorporated Chrome books into their daily curriculum. Initially this posed a challenge to teachers since they had no background in running or implementing these devices successfully. Teachers attended summer professional development to learn more about how to not only maintain the machines in house, but provide training to students and parents as well. Improvements in student achievement in math, science, and vocabulary development have been reflected in STAR and Discovery Ed assessments.

Professional development allows our teachers career building opportunities that improve their learning environments, their instruction, and thus increase student academic gains.

4. School Leadership:

When asked by a local media outlet after receiving the National Blue Ribbon School award in 2007, “who does Pensacola Beach Elementary School compete against now?,” the principal simply said, “we don’t compete against other schools, we compete against ourselves.” The principal’s philosophy is simple: Respect yourself, Respect others, Respect property. The principal wants the students to respect themselves by listening to the people who care for them the most. Listen to their parents, grandparents and at our school, their teachers. Do the very best one can do and ask for assistance only after one has done their best.

Respect others – set a good example for others to follow. Be available to assist others when and where it is needed. Be a friend to others and support your classmates. Respect property – show pride in your school, your school campus, your classroom, your desk and your personal area. Respect for yourself, respect for other and respect for property all lead to a successful school. Additionally, the principal believes in the empowerment of the staff. This extends to providing the staff with a classroom setting and the tools that are conducive to both teaching and learning. The principal’s expectation is that all stake-holders work as one to do what is best for the children. Our principal is very visible member of the community; he is a member of the Pensacola Beach Optimists Club, a 2015 United States Navy Blue Angel V.I.P. and the 2016 Pensacola Beach Christmas Parade Grand Marshall.

The teachers may describe the principal as a “one-man show”. The principal describes himself as “fortunate” to be the leader of a great school with great students, supportive parents and community. He is involved in Partners in Education (PIE) which raises money from the community and parents. Each year the over \$50,000.00 is raised to support our school. These funds supply the staff with what they need to provide the best for their students. PIE funds have allowed to school to build more classrooms, replace air conditioning units with a new cost effective, energy saving geo-thermal system as well as replace fluorescent lighting with cost effective LED lighting.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

“Trust” is at the forefront at Pensacola Beach Elementary School (PBES). Without trust, our school would not be successful. The leadership provided by the Pensacola Beach Elementary School Board of Directors (BOD) trust its principal to carry out policies adopted by the BOD. In kind, the principal trusts the Board to provide the resources and guidance needed from the BOD to improve the quality of education for the staff and ultimately the students.

Trust between the principal and teachers are a must. Teacher should know that the principal is a partner with the teachers and staff. The principle’s role is to improve the quality of education for the student by providing the staff with the resources they need to do their job. In addition, the principal should be there for the staff to support them every day. Knowing they can trust him for their support if needed.

Trust should be cultivated between the school and the community. To be a respected entity of the community, the school must earn the trust of the community. Without trust, the community would not provide the needed resources from the community. Trust is a must between the parents and the staff/teachers. Parents should trust when they send their children to school, the staff/teachers are going to care for their child. A teacher not only teaches academic subjects but cares for the whole child. By winning the trust of parents, teachers and parents can partner to guide students through the academic and social stages of life. Parents should trust staff as professionals and together guide their student.

The most important trust is between the student and teacher. A teacher can win the trust of the student by providing a safe, nurturing environment for the student. A teacher is to be clear about expectations, consistent about enforcement and provide support for the child. The teachers should treat all students as individuals first and a class second. Mutual respect of student and teacher leads to trust in the classroom.

Trust is not given, it is earned. The Board of Directors, staff, parents, community and teachers “trust” each other to try to do the best for the students at PBES.