

Pinellas County Schools

Bay Point Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	8
Planning for Improvement	12
Positive Culture & Environment	0
Budget to Support Goals	0

Bay Point Elementary School

5800 22ND ST S, St Petersburg, FL 33712

<http://www.baypoint-es.pinellas.k12.fl.us>

Demographics

Principal: Sara Broom

Start Date for this Principal: 1/8/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2021-22: C (49%) 2020-21: (44%) 2018-19: B (57%) 2017-18: D (35%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We will facilitate learning by providing relevant, multi-dimensional learning experiences with emphasis on mathematics, science, foreign language and technology as we prepare students for a global environment.

Provide the school's vision statement.:

100% Student Success

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Broom, Sara	Principal	Monitoring and oversight
Fischer, Kyle	Guidance Counselor	
Haraf, Samantha	Reading Coach	
Negretti, Ciera	Magnet Coordinator	
Stroemich, Kelly	Science Coach	
Jakobiak, Heather	Psychologist	
Joseph, Shayna	Attendance/Social Work	
Johannessen, Brooke	Assistant Principal	
Nemeth, Anne-Marie	Math Coach	

Demographic Information

Principal start date

Friday 1/8/2016, Sara Broom

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

472

Identify the number of instructional staff who left the school during the 2021-22 school year.

13

Identify the number of instructional staff who joined the school during the 2022-23 school year.

13

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	70	72	82	79	74	82	0	0	0	0	0	0	0	459
Attendance below 90 percent	1	24	18	17	16	19	0	0	0	0	0	0	0	95
One or more suspensions	0	2	3	2	2	2	0	0	0	0	0	0	0	11
Course failure in ELA	0	0	0	2	6	0	0	0	0	0	0	0	0	8
Course failure in Math	0	0	0	4	7	4	0	0	0	0	0	0	0	15
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	32	32	24	0	0	0	0	0	0	0	88
Level 1 on 2022 statewide FSA Math assessment	0	0	0	23	30	47	0	0	0	0	0	0	0	100
Number of students with a substantial reading deficiency	5	2	5	7	3	3	0	0	0	0	0	0	0	25

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	4	10	10	12	0	0	0	0	0	0	0	39

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	1	3	11	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 6/29/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	53	88	82	88	80	86	0	0	0	0	0	0	0	477
Attendance below 90 percent	0	16	21	10	23	13	0	0	0	0	0	0	0	83
One or more suspensions	0	1	1	1	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	34	6	22	28	20	0	0	0	0	0	0	0	110
Course failure in Math	0	31	21	29	29	16	0	0	0	0	0	0	0	126
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	52	0	0	0	0	0	0	0	55
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	45	0	0	0	0	0	0	0	48
Number of students with a substantial reading deficiency	0	2	2	4	10	7	0	0	0	0	0	0	0	25

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	9	46	26	47	55	53	0	0	0	0	0	0	0	236

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	6	0	7	1	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	53	88	82	88	80	86	0	0	0	0	0	0	0	477
Attendance below 90 percent	0	16	21	10	23	13	0	0	0	0	0	0	0	83
One or more suspensions	0	1	1	1	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	34	6	22	28	20	0	0	0	0	0	0	0	110
Course failure in Math	0	31	21	29	29	16	0	0	0	0	0	0	0	126
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	52	0	0	0	0	0	0	0	55
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	45	0	0	0	0	0	0	0	48
Number of students with a substantial reading deficiency	0	2	2	4	10	7	0	0	0	0	0	0	0	25

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	9	46	26	47	55	53	0	0	0	0	0	0	0	236

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	6	0	7	1	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	47%			39%			43%	54%	57%
ELA Learning Gains	64%			48%			63%	59%	58%
ELA Lowest 25th Percentile	54%			41%			60%	54%	53%
Math Achievement	51%			44%			54%	61%	63%
Math Learning Gains	47%			56%			73%	61%	62%
Math Lowest 25th Percentile	30%			35%			57%	48%	51%
Science Achievement	47%			44%			46%	53%	53%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	39%	56%	-17%	58%	-19%
Cohort Comparison		0%				
04	2022					
	2019	48%	56%	-8%	58%	-10%
Cohort Comparison		-39%				
05	2022					
	2019	42%	54%	-12%	56%	-14%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	50%	62%	-12%	62%	-12%
Cohort Comparison		0%				
04	2022					
	2019	62%	64%	-2%	64%	-2%
Cohort Comparison		-50%				
05	2022					
	2019	51%	60%	-9%	60%	-9%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	46%	54%	-8%	53%	-7%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	7	50		22	50		18				
BLK	32	47	43	37	52	35	37				
HSP	57			57							
MUL	55			45							
WHT	58			74							
FRL	33	44	39	41	55	40	40				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	10	50	46	24	70	64					
ELL	40			80							
ASN	69	70		92	100						
BLK	35	60	58	47	71	62	31				
HSP	46	60		66	68		71				
MUL	73			73							
WHT	75	79		64	74		73				
FRL	32	59	59	43	67	54	31				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	340
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	70
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

A trend that has emerged across grade levels based on progress monitoring data was that a majority of grade levels showed improvement from Fall to Winter data in both ELA and Math but then we saw a drop in the Spring. All across grade levels ESE and ELL students scores were stagnant or actually decreased in performance over time. Given that though, we did see an increase in 3rd-5th grade for Math proficiency.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based off progress monitoring and 2022 state assessments the greatest need for improvement were our ESE and ELL subgroups in both ELA and Math as well as Math across a majority of grade levels due to a lack of growth over time. We will also continue to focus on the students in our lowest 25% as those were limited in making gains over the year at 31%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors included but were not limited too, a new Math Coach will a large amount of content knowledge but had not worked in a school setting for an extended period of time in years; including limited interactions with student small groups. Other contributing factors included attendance issues brought on by extended absences by both students and teachers. A contributing factor was also the challenges in monitoring small groups.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data component that showed the most improvement was ELA proficiency, as well as learning gains, across a majority of grade levels. This did include growth for our SWD students.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors to this improvement was a focused plan on targeting struggling students in small group as well as an emphasis in writing. A new Reading Coach was also hired who had a focus in small group and standards based instruction.

What strategies will need to be implemented in order to accelerate learning?

The strategies that will need to be implemented in order to accelerate learning are early targeted intervention, especially as it relates to underperforming students and those that are demonstrating attendance concerns. Those students will be placed in small group instruction to begin filling gaps in learning due to those barriers. Also more focused feedback and coaching in the areas of standards based tasks and assessments so that students meet the necessary level of mastery required by the standard. Also, school wide focus on new B.E.S.T standards.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development opportunities that will be provided at the school to support teachers and leaders include PD in standard/task alignment, student work evaluation, attendance impacts and strategies for increased participation and communication with families. Additionally, PD support for our ESE and homeroom teachers in better meeting the needs of our ESE students in the General Education classroom. In addition, specific PD will include
New Florida B.E.S.T standards professional development, both district and school.
Weekly staff PLCs and Collaborative Planning.
Monthly Curriculum meetings
Just in Time Coaching (with site based coach)
Side by Side Coaching with Peer and Mentor support
Math Professional Development in new standards

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The additional services that will be implemented to ensure sustainability include a focus on standards based instructional lens (not teaching from a curriculum) as well as PLC protocols and student work evaluation that can be continued year after year.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

(What) Description of Area of Focus: Instructional Practice specifically relating to standards- aligned instruction will focus on supporting teachers with research-based practices that follow state adopted standards within the specific content area

(Why) Rational for Area of Focus: Standards-based data (FSA, common assessments, walkthrough data, etc.) collected from 2021-2022 school year showed a large number of students performing below grade level in ELA, Math, & Science with a lack of consistency in tasks aligned to grade-appropriate standards. Students were not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers need additional support in effective teaching methods to support learning at the proficiency level especially as it relates to new B.E.S.T standards in ELA and Math and national Science standards.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

- * Proficiency in Science will increase 10% (from 47% to 57%), as measured by FSSA
- * Proficiency in English Language Arts will increase 10% (from 47% to 57%), as measured by progress monitoring tools Cambium (3rd-5th) and Renaissance (K-2nd).
- * Proficiency in Mathematics will increase 10% (from 51% to 61%), as measured by progress monitoring tools Cambium (3rd-5th) and Renaissance (K-2nd).
- * Black student proficiency in ELA/Math/Science (choose one or all, as appropriate for your school) will increase 10% (from 43% to 53%) in ELA and Math (43% to 53%), as measured by progress monitoring tools Cambium (3rd-5th) and Renaissance (K-2nd).
- * Learning Gains for L25 students in Math will increase 10% (30%-40%)

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

1. Data review of Common Assessments and state progress monitoring tool benchmarks (FAST Assessments)
- 2 Leadership team will walk classrooms to collect data on implementation of instruction planned during PLCs and student learning outcomes
3. Trend data will be communicated to teachers by administration
4. Individual feedback will be communicated to teachers by administration and coaches based on data outcomes.
5. Leadership team will use walkthrough data to tier teachers based on established criteria and identify support needed
6. Documentation in collaborative planning documents and notes
7. Evidence of at least 1 MTR in every lesson

Person responsible for monitoring outcome:

Sara Broom (brooms@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based

Utilize curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students.

strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Based on 21-22 FSA data our level of proficiency was 47% in ELA, 47% in Science and 51% in Math. The proficiency we expected for all content areas was 55%.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Implement the instructional materials, understanding how the materials connect to evidence-based practices and B.E.S.T. Standards/NGSSS.
2. Make strategic decisions about implementation of the curriculum to maximize impact on student learning.
3. Provide all students with consistent opportunities to engage in in complex, grade-level content and activities aligned to the rigor of the standard/benchmark.
4. Articulate and advance high expectations for all students consistent with the shared vision for teaching and learning.
5. Utilize PLC and collaborative planning to build discussion around a common foundation and understanding of BEST standards and create plans to give access to rigorous expectations for all students.
6. Calendar collaborative planning sessions after school.
7. Participate in district professional development opportunities that address BEST standards as grade levels or school.
8. Identify ELA champions to act as conduit of understanding of new BEST standards.

Person Responsible

Sara Broom (brooms@pcsb.org)

9. A focus in planning on the Mathematical Thinking & Reasoning Standards. These are the standards which provides the lens for the content to be taught through.

Person Responsible

Anne-Marie Nemeth (nemetha@pcsb.org)

#2. Positive Culture and Environment specifically relating to Early Warning Indicators

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

The rationale for identifying culture and environment, including student attendance, conditions for learning and family and community engagement as an Area of Focus is because our attendance rate and attendance at school based functions remains lower than we identified; with 1 or more students having missed 10% or more days of school at each grade level as well as double digit students with multiple early warning indicators in all grade levels but one.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May of 2023, our rates of student attendance, teacher attendance and family engagement will increase by 10% or more from the 2021-2022 school year. By May of 2023 we will also see a reduction in the number of students with referrals by 50%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

* The Administrative Leadership team will monitor student and teacher daily attendance rate on a monthly basis using FOCUS and Aesop, as well as tabulating parental involvement using parent sign in sheets at face to face events or attendance downloads for virtual events.
 * SBLT will keep track of the number of minor infraction reports being submitted and the number of resulting referrals. We will use this data to track trends over classrooms or teachers to address through PBIS and restorative practices where appropriate.

Person responsible for monitoring outcome:

Ciera Negretti (negrettic@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Using the Positive Behavior Intervention Support (PBIS) and Restorative Practices framework to increase the involvement of our families in supporting their child's learning, including attendance and behavior.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale for these strategies to be implemented as it is believed that by teaching the appropriate behavior and sharing with families the best ways to support their students' academic success, we can reduce the number of student absence and those with multiple warning indicators and increase the school's social culture as it relates to SEL.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Create Plan for Attendance Management and documentation
2. Review attendance taking process and school-wide strategies for positive attendance with all staff.
3. Develop and implement attendance incentive programs and competitions for both daily attendance and

family participation in school events.

4. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.

5. We will continue the use of bi-weekly progress report so that families can stay connected to their child's progress.

Person Responsible Ciera Negretti (negrettic@pcsb.org)

6. Initiate family engagement evens and opportunities to include grade level standards what you need to know, how to use FOCUS to see how their student is doing as well as student-led conferences to actively involve their children in their progress and goal setting.

7. Develop a community relations program that includes volunteers, businesses, parents and other agencies to increase the capacity of our school to engage with our community.

8. Increase awareness of education by providing academic tools to families in support of their students' achievement at home, helping parents build a culture of high expectations.

9. Provide multiple opportunities for families to be involved both in person and virtual to increase their participation.

10. Implement reward assemblies tied to our Guidelines for success

11. Hold Restorative practices and PBIS refresher trainings with school staff pre-school and through the year.

Person Responsible Ciera Negretti (negrettic@pcsb.org)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

The problem/gap is occurring because the depth of knowledge of standards and the varying use of high yield engagement strategies by teachers is not evident or seen regularly or used with fidelity. The Instructional Practice will focus on supporting teachers understanding and usage of research-based practices specifically related to intervention and scaffolding the ESE student's current levels of performance.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The SWD students will show growth over the year as measured by FAST and will have a proficiency rate increase from 21% to 41%.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

Student, teacher, grade and school data: classwork, teacher-made assessments, district assessments and walkthrough observation data focused on standards-based and target/task specific to the SWD student achievement. Administration will monitor professional development and implementation of high yield engagement strategies and the work being done with push in for ESE students.

Person responsible for monitoring outcome:

Sara Broom (brooms@pcsb.org)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Utilize curricular materials within the general education classroom to create a common foundation of standards-aligned, rigorous expectations for ESE students.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Based on 21-22 FSA data our level of proficiency was 21% in ELA for Students with disabilities. The proficiency we expected for all content areas was 55%.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Classroom teachers and VE Resource teachers will be provided lesson plan support by Administration and Instructional Coaches in PLCs and planning periods. Teachers will intentionally plan for differentiation of whole group and small group lessons based on research based principals, continuing with an acceleration mindset; one that makes push in services the predominant form of support for ESE students.

Person Responsible

Brooke Johannessen (johannessenb@pcsb.org)

2. Using assessment data to drive instruction in foundational skills making grade level standard material accessible to the student

Person Responsible

Brooke Johannessen (johannessenb@pcsb.org)

#4. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Instructional Practice related to Cultural Relevance and High Yield Strategies implementation will focus on supporting teachers with research based practices and school-wide systems that focus on achievement of black scholars. 100% of staff will participate in Professional Development that incorporates culturally relevant practices. (PLC, Whole Staff, Culturally Relative Training, etc.). 100% of staff will be trained in Restorative Practices and Positive Behavior Intervention strategies.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2023, our goal is to increase the percentage of black students achieving proficiency as measured by FAST Assessments progress monitoring from: ELA Proficiency from 43% to 53%

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Administration will monitor common assessment data, FAST assessments, participate in the development of L25 scholar plans, and attend all grade level PLC's.

Person responsible for monitoring outcome:

Sara Broom (brooms@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Culturally Responsive Teaching Strategies foster an inviting climate and culture in which our scholars can learn and achieve success.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Providing an instructional setting that ensures rigorous, culturally relevant instruction for scholars using assignments aligned to challenging state standards, engagement strategies and student-centered practices drives learning for scholars.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

*By August 16th, 2022 all Grade Level PLC's will analyze data to determine areas of need within ELA and Math content areas for L25 African American Scholars.

*By Sept. 2nd, 2022 all grade level PLC's will have a process in place for planning and implementing L25 Acceleration in small groups based on grade level targeted ELA and Math standards.

* Insure that the work of the 4th and 5th grade PLC's is centered around the research of Richard DuFour's PLC questions:

1. What is it we want our students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some student do not learn it?

Person Responsible Brooke Johannessen (johannessenb@pcsb.org)

*The Positive Behavior Interventions Support team will provide professional development to staff on classroom management techniques for culturally relevant instructional activities. This may include Professional Learning Community workshops and individual coaching to tier supports based on the needs

of the teachers throughout the year.

* Enhanced Cultural Competence Training to ensure diversity value, and capitalize on students' culture, abilities, resilience, and effort

* Comprehensive Support for Scholars- Identify scholars for additional instruction- Tier 2 Supports- Tutoring, Reading Recovery, Intervention Supports, Extended Learning Opportunities, Clubs Assign Mentors, Daily check in and check out program.

Person Responsible

Kyle Fischer (fischerky@pcsb.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

What) Description of Area of Focus: Instructional Practice specifically relating to standards- aligned instruction will focus on supporting teachers with research-based practices that follow state adopted standards within the specific content area

(Why) Rational for Area of Focus: Standards-based data (FSA, common assessments, walkthrough data, etc.) collected from 2021-2022 school year showed a large number of students performing below grade level in ELA, Math, & Science with a lack of consistency in tasks aligned to grade-appropriate standards. Students were not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers need additional support in effective teaching methods to support learning at the proficiency level especially as it relates to new B.E.S.T standards in ELA and Math.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

What) Description of Area of Focus: Instructional Practice specifically relating to standards- aligned instruction will focus on supporting teachers with research-based practices that follow state adopted standards within the specific content area

(Why) Rational for Area of Focus: Standards-based data (FSA, common assessments,

walkthrough data, etc.) collected from 2021-2022 school year showed a large number of students performing below grade level in ELA, Math, & Science with a lack of consistency in tasks aligned to grade-appropriate standards. Students were not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers need additional support in effective teaching methods to support learning at the proficiency level especially as it relates to new B.E.S.T standards in ELA and Math.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Proficiency in English Language Arts will be at or above 50% as measured by the FAST assessments by the end of the 2022-2023 school year.

Grades 3-5: Measureable Outcome(s)

Proficiency in English Language Arts will increase 10% (from 47% to 57%), as measured by progress monitoring tools Cambium (3rd-5th) and Renaissance (K-2nd) by May 2023.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

1. Data review of Common Assessments and state progress monitoring tool benchmarks (FAST Assessments).
- 2 Leadership team will walk classrooms to collect data on implementation of instruction planned during PLCs and student learning outcomes.
3. Leadership team will use walkthrough data to tier teachers based on established criteria and identify support needed.
4. Documentation in collaborative planning documents and notes about student formative and summative outcomes.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Johannessen, Brooke, johannessenb@pcsb.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Monitor instruction in the ELA Block to ensure instruction in both reading and writing is designed and implemented according to research based principles ensuring rigorous target/tasks and aligned to the new BEST standards.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Based on 21-22 MAP scores and FSA data our level of proficiency was 48%.

3rd grade proficiency based on FSA ELA was 42%

5th grade proficiency based on FSA ELA was 49%

The proficiency expected was to be 55%.

Additionally, data collected throughout the year (Common Assessments, MAP, etc) showed a large number of students performing below grade level in ELA. We believe that gap exists due to a lack of consistency in tasks aligned to grade-appropriate standards. Students were not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers need additional support in effective teaching methods to support learning at the proficiency level.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<ul style="list-style-type: none"> • Ensure teachers have a clear understanding of the K-2 B.E.S.T. ELA Standards • Increase teacher knowledge of the science of reading & evidence-based practices. • Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early. • Engage in ongoing professional development on the implementation of the high-quality curricular materials, including norming walks for excellence, studying student responses, and robust & constructive feedback. 	<p>Haraf, Samantha, harafs@pcsb.org</p>

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Bay Point Elementary School believes in involving parents in all aspects of our school wide program. The School Advisory Council and staff are responsible for developing, implementing, and evaluating the various school level plans including the School Improvement Plan and Parent and Family Engagement Plan. In addition, these various school groups will review the plan and offer input prior to approval. All stakeholders have reviewed the results of the Title 1 Parent Survey prior to formulation of the Parent and Family Engagement Plan. During the school year, through the School Advisory Council and Facility Meetings these groups will provide input on our School Improvement Plan and Parent, Family Engagement Plan, and how to use the schools parental involvement funds. All parents are encouraged to join or support our SAC. Information about joining SAC was included in our Welcome Back Letter, School Website, Monthly Newsletter, and Connect Ed call. Bay Point Elementary School seeks to provide excellent customer service and availability for parents. The administrators make themselves available to parents to the largest degree possible when parents come to the school with questions or concerns. We offer flexible parental involvement meeting times that encourage our families to attend; We plan events that occur before as well as after school. In addition, we celebrate student success each month with a celebration. We have 2 student led conferences throughout the year. Parents can also schedule a conference that meets the need so their families. Through these actions, it is our goal to reduce the number of African American students receiving a referral from 73 students (representing 85% of the referrals) by 14% by the end of the 2022-2023 school year. It also a goal to reduce by 50% the number of students suspended by the end of the 2022-2023 school year.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Teachers and Staff-their role is to maintain a positive environment in the classroom as well as keep the lines of

communication open to families so that our family community feel that they are aware of what is going on and how they can support their student. It is also vital that teachers support our school programs of PBIS and Restorative practices so that our students feel heard and understand their role in making our environment successful.

Students- their role is to follow our guidelines for success (Be Safe, Be Respectful and Be Responsible) and to support their classmates in building a positive school culture within their classroom.

Parents- Their role in promoting a positive culture is to support our initiatives of PBIS and when necessary meeting with and supporting plans to help their children be successful here at our school. This may include support of parent shadowing, parent/teacher conferences if necessary and reinforcing with the message at home those expectations that we have here at school.

Community- The role of our community is to support us through volunteer efforts of our mentoring program, program support or donations to support our Positive Behavior program or school wide positive rewards and recognitions (like our school store and student of the month).