

Pinellas County Schools

Gulf Beaches Elementary Magnet School



2022-23 Schoolwide Improvement Plan

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Gulf Beaches Elementary Magnet School

8600 BOCA CIEGA DR, St. Petersburg, FL 33706

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

Demographics

Principal: Robert Kalach

Start Date for this Principal: 6/30/2022

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	31%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2021-22: A (77%) 2020-21: (69%) 2018-19: A (68%) 2017-18: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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.

Our mission at Gulf Beaches Elementary Magnet School is to foster an innovator's mindset and a foundation for high academic achievement.

Provide the school's vision statement.

Inspiring a community of innovative, productive and successful lifelong learners.

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
Kalach, Robert	Principal	
Baker, Natalie	Instructional Coach	Curriculum Specialist Curriculum supports as well as assisting in all day to day operations, Acting Admin
Carney, Mitchell	Instructional Technology	Media Tech

Demographic Information

Principal start date

Thursday 6/30/2022, Robert Kalach

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.*

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.*

Total number of teacher positions allocated to the school

25

Total number of students enrolled at the school

327

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

2

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

2

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	14	52	50	56	54	53	0	0	0	0	0	0	0	279
Attendance below 90 percent	0	7	7	10	12	8	0	0	0	0	0	0	0	44
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	4	8	0	0	0	0	0	0	0	13
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	2	1	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	1	1	1	0	0	0	0	0	0	0	3

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	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Thursday 6/30/2022

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	54	54	54	54	66	66	0	0	0	0	0	0	0	348
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	4	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	4	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	1	0	2	1	1	2	0	0	0	0	0	0	0	7

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	0	0	0	0	1	1	0	0	0	0	0	0	0	2

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	0	0	0	0	0	0	0	0	0	0	0	0	
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	54	54	54	54	66	66	0	0	0	0	0	0	0	348
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	4	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	4	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	1	0	2	1	1	2	0	0	0	0	0	0	0	7

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	

Students with two or more indicators 0 0 0 0 1 1 0 0 0 0 0 0 0 0 2

The number of students identified as retainees:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	

Retained Students: Current Year 0 0 0 0 0 0 0 0 0 0 0 0 0 0

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	74%			71%			72%	54%	57%
ELA Learning Gains	76%			69%			72%	59%	58%
ELA Lowest 25th Percentile	71%			55%			68%	54%	53%
Math Achievement	83%			78%			78%	61%	63%
Math Learning Gains	82%			78%			68%	61%	62%
Math Lowest 25th Percentile	70%			55%			55%	48%	51%
Science Achievement	83%			79%			62%	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	82%	56%	26%	58%	24%
Cohort Comparison		0%				
04	2022					
	2019	74%	56%	18%	58%	16%
Cohort Comparison		-82%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	63%	54%	9%	56%	7%
Cohort Comparison		-74%				

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	76%	62%	14%	62%	14%
Cohort Comparison		0%				
04	2022					
	2019	86%	64%	22%	64%	22%
Cohort Comparison		-76%				
05	2022					
	2019	71%	60%	11%	60%	11%
Cohort Comparison		-86%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	61%	54%	7%	53%	8%
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	50			58							
HSP	58			74							
MUL	64			80							
WHT	75	74		79	76		78				
FRL	73	64		69	64		67				

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	37	64		37	50	50					
BLK	27			55							
HSP	68	77		63	69						
MUL	70			80							
WHT	77	74	70	81	67	60	60				
FRL	48	63	71	62	56	44	27				

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)	N/A
OVERALL Federal Index – All Students	77
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	539
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	56
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	78
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	80
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	76
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	79
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?

Overall our students showed great academic success the 21-22 school year earning one of the top schools in Pinellas County. Our students showed great strength in math with total achievement being 83% and 82% gains. ELA fell a little below the 80th%tile with 74% achievement and 76% gains. When looking at our L25 students we do see that they are not gaining at a rate of those not in the L25 category. L25 Gains in ELA were 71% and 70% in Math, while ELA was only 3% points from the overall achievement we do see a larger gap with math. This, when digging deeper, shows that there is a gender discrepancy between boys and girls in the area of math. Overall boys showed 91% proficient where girls were only 71% proficient.

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

When looking closely at key areas of focus from FSA ELA, especially our L25 students; we see a trend where students scored one or two points away from gains. These areas also showed areas of need in MAPs and Standards Based assessments.

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 deep diving of the data showed that the majority of our L25 students to be on the cusp. With this, targeting those students in 3rd- 5th grade with intentional intervention and support. Our shift would move our interventionist from primary grades to intermediate. This would allow for those students to gain an extra opportunity to close their current gap in ELA key areas.

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

Fifth grade Science. Our student posted the highest elementary school percentage of achievement in the Pinellas Count Schools!

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

A school wide focus on ensuring Science instruction was implemented and monitored with fidelity across the grades K - 5.

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

Strategic planning and delivery of support and acceleration for all students. Students will be grouped based on areas of focus and provided purposeful intentional instruction utilizing district and research based interventions.

Connect with district instructional support coaches to support the instruction.

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.

District subject areas coaches have been contacted for support in areas of ways to look deeper into areas of focus, example being core phonics surveys. Then how to build on those areas of need and progress towards mastery.

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

We will move our current hourly interventionist to support intermediate grades from primary. Primary grades will have opportunities to gain support, but the focus will be in grades 3rd-5th grade as we build and close gaps in areas of focus.

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: Standard-based instruction with the implementation of Creativity and Innovation allows for higher student engagement as well as providing experiences that allow our students to create their own unique ideas and products while maintaining high engagement/achievement. Aligning and strategically planning the B.E.S.T and NGSSS Standards to higher engagement will ensure equitable supports to all students with common foundation to meet the magnet focus of Innovation and Digital Innovation.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: The percent of all students achieving ELA proficiency on the 2022 Spring FSA was 74%. The goal for all students achieving ELA proficiency on the 2023 Spring FAST is 80%.

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. The percent of all students achieving MATH proficiency on the 2022 Spring FSA was 83%. The goal for all students achieving MATH proficiency on the 2023 Spring FAST is maintain or exceed 80%.

The percent of all students achieving SSA proficiency on the 2022 Spring SSA was 84%. The goal for all students achieving proficiency on the 2023 Spring SSA is maintain or exceed 80%.

Monitoring: Monitoring will occur through involvement by the administration and Curriculum Specialist in PLC's while planning for standards-based instruction with focus on alignment to creativity and Innovation. Walk throughs with feedback, formative and summative assessment data will be used for monitoring as well as ways to increase supports for students needing to close learning gap or enrichment/acceleration.

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

Person responsible for monitoring outcome: Natalie Baker (bakerna@pcsb.org)

Evidence-based Strategy: Utilizing the current BEST and NGSSS standards while implementing magnet theme of creativity and innovating learners. Teachers/staff will create and develop lessons and curriculum that incorporates high engaging project based learning projects, meaningful original student created work, analyzing trends, applying relevant digital tools when appropriate all while reflecting on creative and innovative processes.

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

Rationale for Evidence-based Strategy: When students are given opportunities to analyze, elaborate, apply digital tools, and reflect on their roles of being a creative and innovating learner, it provides a way to have a deep understanding of standard based instruction with retention.

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

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.

ELA

1. Teachers will collaborate and work with district magnet/department heads to develop content focused instruction that implements the BEST and NGSSS standards while incorporating the magnet theme- stack/combine standards.
2. Teachers will strengthen their core instruction through consistent opportunities to engage in complex, grade level content and activities aligned to the rigor of the standards.
3. Teachers, Administration, and staff will continue to hold high expectations and provide accelerated, enrichment opportunities to students within areas based on data collection and analysis.
4. Teachers will foster an environment of cooperation and collaboration among students, including academic language, discussions, and group projects.

Person Responsible Natalie Baker (bakerna@pcsb.org)

MATH

1. Teachers will collaborate with their teams and district personnel to create instruction that aligns with the BEST standards and the school's magnet them.
2. Teachers will engage students by maintaining high expectations and allowing them opportunities to showcase understanding in multiple ways.
3. Teachers will create opportunities for students to deepen their understanding by using problem solving and higher order thinking and collaborative work.
4. Teachers, Administration, and staff will maintain high expectations for all students by creating enrichment opportunities using data collection, conferencing, and problem solving activities.

Person Responsible Natalie Baker (bakerna@pcsb.org)

SCIENCE

1. Teachers will engage in standards articulation to gain a deeper understanding of prior knowledge and future learning to support students' holistic understanding of the Big Ideas in Science.
2. Teachers will collaborate and work with district personell to provide students with consistent opportunities to engage in complex, grade-level content and activities that are aligned to the rigor of the NGSSS standards/benchmarks while incorporating the magnet/innovation theme.
3. Teachers, Administration, and staff will continue to hold high expectation for all students and creating enrichment opportunities for students to engage in within areas based on data collection and analysis.
4. Teachers will strengthen student inquiry skills through the use questioning, problem solving activities, and collaborative work to ensure higher-level thinking.

Person Responsible Natalie Baker (bakerna@pcsb.org)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

**Area of Focus
Description and
Rationale:**

Gulf Beaches continues to push and exceed many academic goals with high expectations. When looking into each subgroup that encompasses our school, we see there are areas that we can continue to implement strategies and focus to increase achievement and success for these groups.

**Include a rationale
that explains how
it was identified as
a critical need from
the data reviewed.**

ESE - ELA 31% proficient Math 54% proficient
L35- ELA 46% proficient Math 61% proficient
Gender: When looking at the Math data there is a large gap between females and males in math proficiency.
MATH Males: 91% MATH Females: 71%. While the percent proficient is above expectations, our females are performing lower than the males for 3rd-5th grade standards

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

Implementing BEST and NGSSS standards with purpose while monitoring growth through formative assessments, informal observations, small group instruction based on need of gap or enrichment. Outcome would be to increase ESE proficiency to 75% in both ELA and Math
L35 proficiency to 75% in both ELA and Math
Gender: Close the gap between proficiency for Males and Females in Math to lower than 10%

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

Use of formative assessments, progress monitoring of units, daily instruction check for understanding, FAST assessments,

**Person
responsible for
monitoring
outcome:**

Robert Kalach (kalachr@pcsb.org)

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

Teachers will implement high rigorous intentional instruction with all students in grade level content that are aligned to each specific students. Goals will be tailored to each individual student and their need verses common goals and statements. PD will occur through the year from district based teams when needed to implement new strategies or interventions that can be provided based on students needs (example: dyslexia interventions and supports, ESE goal writing and intentional goals)

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

While data shows that our students overall meet or exceed expectations, we are aware that some students and groups have needs that are not met with just the standard based instruction. Our way of work and implementing our magnet innovation and technology theme allows for students to learn and gain instruction to close gaps if done in ways that are intentional with data supporting the need.

**used for selecting
this strategy.**

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.

ESE:

Provide instruction that is aligned to student's IEP goals and specially designed to meet the students needs.

Use evidence based practices for students with disabilities to teach foundational literacy and math skills. Create goals based on individual student with aligned progress monitoring that is reviewed and charted to maximize student learning

Person Responsible Robert Kalach (kalachr@pcsb.org)

L35:

Teachers will become familiar with vertical progression and standards design in order to understand what students are expected to master with cross curricular PLCs

Purposefully combine/stack standards and benchmarks to support learning with implementing interventions to increase student knowledge/understanding and close gaps.

Person Responsible Natalie Baker (bakerna@pcsb.org)

Gender Math Gap:

Teachers will use data and observations to develop learning plans for students that results in improved practice and better student outcomes with female students using content focused, instructionally relevant, and actionable learning.

Implement goal setting opportunities where all students regularly and visibly participate in setting goals while monitoring their academic progress.

Person Responsible Natalie Baker (bakerna@pcsb.org)

#3. Instructional Practice specifically relating to Student Engagement

**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Innovation - Magnet Theme

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

Development and Refinement of the "Innovation" theme concept through the creation of definable Innovation Elements:

- Develop standards based curriculum
- Utilize innovation process and pillars of innovation (Confident Collaborators, Curious Questioners, Persevering Problem Solver, and Resilient Reflectors) to develop curriculum framework
- Provide and participate in professional development lessons/framework
- Procure resources and materials to include but not limited to: consumables and professional development

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

Implementation and participation in the planned school based professional development trainings. Creation of structured/BEST & NGSS Standards based lesson plans.

Person responsible for monitoring outcome:

Robert Kalach (kalachr@pcsb.org)

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

Standard-based instruction with the implementation of Creativity and Innovation allows for higher student engagement as well as providing experiences that allow our students to create their own unique ideas and products while maintaining high engagement/achievement. Aligning and strategically planning the B.E.S.T and NGSS Standards to higher engagement will ensure equitable supports to all students with common foundation to meet the magnet focus of Innovation and Digital Learning.

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

Utilizing the current BEST and NGSS standards while implementing magnet theme of creativity and innovating learners. Teachers/staff will create and develop lessons and curriculum that incorporates high engaging project based learning projects, meaningful original student created work, analyzing trends, applying relevant digital tools when appropriate all while reflecting on creative and innovative processes.

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.

Innovation Team continue to refine and reflect the vision and mission around the innovation theme

Meet monthly

Research and share best practice with whole staff during scheduled innovation PD meeting sessions- 2 hours

Creation of sample lesson plans

Procurement resources, materials, and additional professional development

Person Responsible Robert Kalach (kalachr@pcsb.org)

#4. Instructional Practice specifically relating to Differentiation**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Gulf Beaches Elementary strives to have a rich and rigorous gifted program. Our students are provided once a week gifted curriculum that encompass complex, differentiated tasks to ensure academic success and increase critical and creative thinking strategies.

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

The percent of gifted students scoring a Level 4 or 5 in ELA will increase from 66% to 80% and in MATH will increase from 70% to 80% as measured by the FSA 2022-2023 assessments by focusing on Implementing a Gifted Program to provides services that meet the needs of gifted students based on their Education Plans and The Florida Framework for Gifted Learners to ensure academic success.

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

Gulf Beaches Elementary Magnet will do this by specifically by monitoring the Gifted Program and provide support as needed, creating a gifted schedule (daily and weekly) that capitalizes on student contact time and allows for collaboration and creating support plan for gifted students who are struggling academically, behaviorally or emotionally.

Person responsible for monitoring outcome:

Robert Kalach (kalachr@pcsb.org)

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

Monitor the gifted program students by testing data and trends for gifted learners
Create support plan for gifted students who are struggling academically, behaviorally, or emotional with the support of MTSS/Curriculum Specialist
Utilize the Depth and Complexity Framework

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

Increasing and supporting our Gifted students while academically challenging them will lead to greater success for students.

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.

Formalize the Monitoring of targeted Gifted students and those of lower proficiency to close areas of gap and increase their high-level expectations around the ELA and Mathematics BEST standards. A tiered approach for formally identifying those students by digging deeply into the deficiency's and implementing interventions that will lead to and support the high level of achievement.

Gifted schedule (daily and weekly) that capitalizes on student contact time and allows for collaboration and creating support plan for gifted students who are struggling academically, behaviorally or emotionally.

* Purposefully creating a gifted schedule (daily and weekly) that capitalizes on student contact time that

allows for collaboration and creating support plan for gifted students who are struggling academically, behaviorally or emotionally.

*Cpalms

*Enrichment- ELA and Math through new ELA/MATH BEST Curriculum

Person Responsible Robert Kalach (kalachr@pcsb.org)

As part of the monitoring we will also be addressing and analyzing the gender gap in Mathematics by Implement goal setting opportunities where targets gifted students regularly and visibly participate in setting goals while monitoring the high level of academics and achievement.

Person Responsible [no one identified]

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.

GBEMS teachers and staff work hard to maintain a safe and enriched learning environment for all students with implementation of our Magnet theme: Innovation and Digital Learning. Through our staff, community members, and parents, a redesign of our Magnet implementation has begun. Our environment goal is to enrich the learning through Creativity and Innovation. Allowing for our students to create meaningful, original work that engages the learning in more than one aspect. Utilizing self-generated knowledge to create new ideas and products while reflecting on the process. Celebrating our thinking and innovation is a key to this success for all stakeholders. Social and Emotional stability is and always will be a focus, to maintain and promote a positive and engaging learning environment. With our new way to implementing the magnet theme while aligning standard based instruction, our students, community partners, parents, and staff will find ways of success that will encourage and promote social and emotional well being. We will continue to engage and promote SEL within our classrooms and learning environments along with Restorative Practices and school based PBIS Action Plan. Our continued Positive Culture and Environment will continue to strive while adhering to the PCS District Application Program Staff, Parent/Student Commitment.

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

Robert Kalach- Principal: To continue to maintain and promote positive culture and environment with all stakeholders

Natalie Baker- Curriculum Specialist- Ensure instruction is matched for student success

TBD: School Guidance- RP/SEL/PBIS, Tier support to ensure overall success of students and staff

GBEMS Staff: Continue to implement with fidelity RP/SEL/PBIS and curriculum based instruction to meet the needs of all students

PTA/SAC: Ensure all outside stakeholders have input into creating and maintain the highest value of GBEMS