Bay Point Elementary School

2019-20 School Improvement Plan

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Bay Point Elementary School

5800 22ND ST S, St Petersburg, FL 33712

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

Demographics

Principal: Sara Deperro

Start Date for this Principal: 1/8/2016

2018-19 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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: D 2016-17: C 2015-16: C 2014-15: B 2013-14: C
2018-19 Differentiated Accountability (DA) Information*	
SI Region	Southwest
Regional Executive Director	[Tracy Webley](#)
Turnaround Option/Cycle	N
Year	A

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

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
Identify the name, email address and position title for each member of the school leadership team:

Name	Title
Furse, Natasha	Instructional Coach
Instructional Coach	
Negretti, Ciera	Other
Other	
Taylor, Melanie	Instructional Coach
Instructional Coach	
DePerro, Sara	Principal
Principal	
Lewis, Dawn	Assistant Principal
Assistant Principal	
Jakobiak, Heather	Psychologist
Psychologist	
Matheney, Suchita	Attendance/Social Work
Attendance/Social Work	
Schaefer, Merrideth	Instructional Coach
Instructional Coach	

Early Warning Systems

Current Year

The number of students by 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	96	91	111	111	107	108	0	0	0	0	0	0	0	624
Attendance below 90 percent	12	10	14	10	8	9	0	0	0	0	0	0	0	63
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	10	41	13	27	12	0	0	0	0	0	0	0	103
Level 1 on statewide assessment	0	0	0	27	29	35	0	0	0	0	0	0	0	91

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	1	1	5	2	0	0	0	0	0	0	0	9

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	2	0	7	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
45

Date this data was collected or last updated
Tuesday 6/18/2019

Prior Year - As Reported

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	
Attendance below 90 percent	11	8	4	7	4	7	0	0	0	0	0	0	0	41
One or more suspensions	1	1	0	0	2	1	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	15	31	7	32	25	0	0	0	0	0	0	0	110
Level 1 on statewide assessment	0	0	0	45	49	43	0	0	0	0	0	0	0	137

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	1	2	0	0	4	8	0	0	0	0	0	0	0	15

Prior Year - Updated

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	
Attendance below 90 percent	11	8	4	7	4	7	0	0	0	0	0	0	0	41
One or more suspensions	1	1	0	0	2	1	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	15	31	7	32	25	0	0	0	0	0	0	0	110
Level 1 on statewide assessment	0	0	0	45	49	43	0	0	0	0	0	0	0	137

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	1	2	0	0	4	8	0	0	0	0	0	0	0	15

Part II: Needs Assessment/Analysis

School Data
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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	43%	54%	57%	39%	50%	56%
ELA Learning Gains	63%	59%	58%	35%	47%	55%
ELA Lowest 25th Percentile	60%	54%	53%	27%	40%	48%
Math Achievement	54%	61%	63%	43%	61%	62%
Math Learning Gains	73%	61%	62%	40%	56%	59%
Math Lowest 25th Percentile	57%	48%	51%	22%	42%	47%
Science Achievement	46%	53%	53%	42%	57%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	96 (0)	91 (0)	111 (0)	111 (0)	107 (0)	108 (0)	624 (0)
Attendance below 90 percent	12 (11)	10 (8)	14 (4)	10 (7)	8 (4)	9 (7)	63 (41)
One or more suspensions	0 (1)	0 (1)	0 (0)	0 (0)	0 (2)	0 (1)	0 (5)
Course failure in ELA or Math	0 (0)	10 (15)	41 (31)	13 (7)	27 (32)	12 (25)	103 (110)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	27 (45)	29 (49)	35 (43)	91 (137)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	39%	56%	-17%	58%	-19%
	2018	36%	53%	-17%	57%	-21%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	48%	56%	-8%	58%	-10%
	2018	41%	51%	-10%	56%	-15%
Same Grade Comparison		7%				
Cohort Comparison		12%				
05	2019	42%	54%	-12%	56%	-14%
	2018	39%	50%	-11%	55%	-16%
Same Grade Comparison		3%				
Cohort Comparison		1%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	50%	62%	-12%	62%	-12%
	2018	38%	62%	-24%	62%	-24%
Same Grade Comparison		12%				
Cohort Comparison						
04	2019	62%	64%	-2%	64%	-2%
	2018	42%	62%	-20%	62%	-20%
Same Grade Comparison		20%				
Cohort Comparison		24%				
05	2019	51%	60%	-9%	60%	-9%
	2018	50%	61%	-11%	61%	-11%
Same Grade Comparison		1%				
Cohort Comparison		9%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	46%	54%	-8%	53%	-7%
	2018	41%	57%	-16%	55%	-14%
Same Grade Comparison		5%				
Cohort Comparison						

Subgroup Data

	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 2016-17**	**C & C Accel 2016-17**
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				

	2018 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 2015-16**	**C & C Accel 2015-16**
SWD	18	29		23	43						
ASN	82			100							
BLK	29	29	28	32	33	21	22				
HSP	47	43		50	52		70				
WHT	71	39		77	64		88				
FRL	32	32	26	34	35	20	36				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	57
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	396
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	44
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	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	83
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	52
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	62
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	73
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	73
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	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

Our data component that showed the lowest performance overall was overall proficiency in English Language Arts (ELA). The contributing factors were the low performance of proficiency of students in ELA in 3rd grade and 5th grade as compared to that of 4th grade students. The overall proficiency of these two grade levels was at least 5% lower than those at 4th grade. 3rd grade was almost 10% lower than their 4th grade peers.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

No components showed a decrease in performance; in fact, all but 2 of the 7 components showed double digit increases.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

The greatest gap in performance compared to the state average occurred in 3rd grade English Language Arts proficiency levels. Factors that contributed to this gap include the grade level having 4 out of 6 new teachers to the grade level which presented a learning curve of the curriculum.

Which data component showed the most improvement? What new actions did your school take in this area?

The data components that showed the most improvement-both by an increase of 33% were Math Learning gains for all and Reading Learning Gains for our Lowest 25%. New actions that were implemented include Collaborative planning weekly with content coaches and providing specific Standards implementation Professional Development in both content areas.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Based on the Early Warning System data the area of greatest concern, as it saw an increase this school year, was the number of students who had an attendance below 90%.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Science Achievement
2. Learning Gains for our Lowest 25& in Math
3. Proficiency of students in English Language Arts
4. Proficiency of students in Math
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	English Language Arts
Rationale	Our current level of performance is 43%, as evidenced in English Language Arts (ELA) Florida Standards Assessment (FSA). The problem/gap is occurring because the depth of knowledge of standards and the varying use of high yield strategies.
State the measureable outcome the school plans to achieve	The number of students scoring level 3 or higher will increase by a minimum of 5% as measured by the 2020 Florida Standards Assessment in English Language Arts.
Person responsible for monitoring outcome	Merrideth Schaefer (schaeferme@pcsb.org)
Evidence-based Strategy	Text based questions Identifying similarities and differences Summarizing and note taking Reinforcing effort and providing recognition Nonlinguistic representations Cooperative learning Setting objectives and providing feedback to student work Questions, cues, and advance organizers
Rationale for Evidence-based Strategy	The rational for selection was to give a structure to lessons and content delivery as well as to increase the level of student performance.
Action Step	
Description	1. Ensure students have ample time every day to practice independently what is taught in reading and writing, allowing for strategic practice as well as build stamina for longer projects across the grade levels and calendar year. 2. Teachers intentionally plan instruction aligned with a high level of rigor by using Webb's Depth of Knowledge/Marzano's Taxonomy and adjust instruction through the use of talk, task, text and student needs. 3. Conduct regular Professional Learning Communities inclusive of 'data chats' to review student responses to tasks and plan for instruction based on data. 4. Utilize Jan Richardson's Guided Reading Routine (as well as other small group methods of intervention with IReady standards based lessons) to meet the unique needs of students within the Lowest 25% (L25) group. 5. Provide push-in hourly teacher support for small group reading instruction using iReady Standards based lessons in Florida Standards Assessment tested grade levels. 6. Teachers provide opportunities for independent reading that include

checks for
understanding.
7. Teachers monitor and provide feedback to students to support learning
8. Provide Opt out (Spanish) reading intervention time for students qualifying as Lowest 25%.
9. Grade level teams will collaboratively plan 2x per week to adjust instruction and plan
differentiation appropriate to the level of the standard (1 during school day and one after).
10. Utilize a Reading Coach to provide targeted feedback and coaching in ELA content and
pedagogy.
11. Provide additional parental involvement opportunities in Reading so that families can
better support and advocate for their students.
12. Standards-Aligned Planning and Instructional Tools & Professional Learning- teachers
will receive access to Achivement Network's (ANet) online platform.
13. Observations with specific feedback to teachers during instructional rounds.
14. Targeted Professional Development in Universal Design for Learning, Cognitively Complex Tasks, Data Analysis, Goal setting for students, behavior management, technology implementation, Equity, iReady , ELA module rollout, iReady, Differentiation, and K-2 Literacy.
15. Modeling of Protocols in meetings and Professional Learning Communities (PLCs) to help increase student engagement and promote productive struggle.
16. Peer observations using Instructional Practice Guides (IPG) for teachers to become familiar with grade level trends and problems of practice.
17. Staff Reflections using student work samples and IPGs.
18. Aligning Master schedule for team planning.
19. Extended Learning Opportunities provided as both enrichment and intervention (i.e. Clubs, STEM, Tutoring, etc.)
20. Staff retreat preschool for community building and reinforce work in standards based lessons with equity.
21. Periodic celebrations for recognition of success (Attendance, Grades, Behavior, etc.)

Person Responsible	Melanie Taylor (taylormel@pcsb.org)

#2	
Title	Math
Rationale	Our current level of performance is 54%, as evidenced in the Math Florida Standards Assessment (FSA). The problem/gap is occurring because lack of number sense.
State the measureable outcome the school plans to achieve	The number of students scoring 3 or higher will increase by 5 percentage points from 54% to 59% as measured by the 2020 FSA.
Person responsible for monitoring outcome	Sara DePerro (deperros@pcsb.org)
Evidence-based Strategy	Ensure that rigorous, student-centered instruction occurs daily through the exceptional use of Ready Classroom Mathematics, Dreambox Learning, and Number Routines. Support this work through curriculum meetings, Professional Learning Communities (PLCs), feedback, and/or the use of classroom video
Rationale for Evidence-based Strategy	The rational for selection was to give a structure to lessons and content delivery as well as to increase the level of student performance.
Action Step	
Description	1. Teachers collaborate to select and implement rigorous tasks aligned with each standard, including Mathematics Formative Assessment System and Rich Mathematical Tasks from the curriculum guides on a weekly basis. 2. Teachers implement daily Number Routines at the start of the mathematics block to increase number sense and flexibility. 3. Instructional coach monitors teacher practice and provide feedback to support teacher growth, including regularly observe mathematics lessons and provide feedback. 4. Conduct regular Professional Learning Communities inclusive of 'data chats' to review student responses to tasks and plan for instruction based on data. 5. Teachers monitor and provide feedback to students to support learning. 6. Administrators and teachers engage in mathematics-focused learning walks using Instructional Practice Guide (IPG) in Math as the tool. 7.Teachers utilize systemic documents to effectively plan for mathematics units that incorporate the Standards for Mathematical Practice and rigorous performance tasks aligned to the Mathematics Florida Standards 8. Grade level teams will collaboratively plan to adjust instruction and plan differentiation

appropriate to the level of the standard.

9. Provide additional parental involvement opportunities in Math so that families can better

support and advocate for their students.

10. Provide follow-up professional development in iReady and Dream Box Math intervention strategies and tools.

11. I-Ready Math is an online program that is an adaptive diagnostic that

pinpoints scholars' down to the sub-skill level. Based on research i-ready instruction will aid

our scholars in making substantial learning gains across key subgroups and meet the

evidence criteria for the Every Student Succeeds Act (ESSA). We will implement this program with fidelity in order to yield the desired results by every scholar on the 2020 spring FSA in Math.

12. Standards-Aligned Planning and Instructional Tools & Professional Learning- teachers

will receive access to Achievement Network's (ANet) online platform, myANet, that provides easy to understand

data and instructional resources in Math.

13. Professional Development will be introduced in the areas of Dreambox and Read Math materials, in addition to continued work with iReady Math interventions.

14. Math Teacher Leaders will continue their work in helping to build capacity within our school building.

Person Responsible   Dawn Lewis (lewisda@pcsb.org)

#3	
Title	Science
Rationale	Our current level of performance is 46%, as evidenced on Science State Assessment. The problem/gap is occurring because the depth of knowledge of standards and the varying use of high yield strategies.

State the measureable outcome the school plans to achieve	The number of students scoring level 3 or higher will increase by a minimum of 5% from 46% to 51% as measured by the 2020 Science State Assessment.
Person responsible for monitoring outcome	Dawn Lewis (lewisda@pcsb.org)
Evidence-based Strategy	1.Support staff to utilize data to organize students to interact with content in manners that differentiates/scaffolds. instruction to meet the needs of each student. 2. Strengthen staff ability to engage students in complex tasks. 3. Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
Rationale for Evidence-based Strategy	Our intention with these strategies within a Professional Learning Community are to address the teacher pedagogy and content knowledge as it relates to Science Standards at the appropriate grade level.

Action Step	
Description	1.10-70-20 science instructional model inclusive of support provided by school-based mentors or request district science coach support. 2. Teachers collaborate to select and implement rigorous tasks aligned with each standard. 3. Teachers use BOAST vocabulary academic gaming strategies. 4. Utilize 5 E lessons and Science Learning Activity Guides. 5. Teachers utilize systemic documents to effectively plan for science units that incorporate the 10-70-20 science instructional model. 6. Conduct regular Professional Learning Communities inclusive of 'data chats' to review student responses to tasks and plan for instruction based on data. 7. Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance. 8. Science instructor will push into classrooms to guide vocabulary practice and model academic gaming in the classroom. 9. Students will participate in Science focused competitions. 10. We will hold grade level science camp twice during the year where the 5th grade teachers review 3rd and 4th grade standards based on diagnostic

test score. We will focus on the 60 power vocabulary words and encouraged the integration of these words throughout the day, including morning work, physical education, and recess.

11. The fifth grade team will also participate in specific data informed planning sessions which will give them greater understanding of standard limits and the needs of the students in relation to the content limits.

Person Responsible   Natasha Furse (fursen@pcsb.org)

#4	
Title	Bridging the Gap/Black Student Achievement
Rationale	Eliminate the gap between the proficiency rates in reading (ELA) and mathematics for black and non-black students. Current data indicates that our African American students are at 35% proficiency in English Language Arts (ELA) and 47% in Math as compared to their white peers with 75% proficiency in ELA and 64% in Math.

State the measureable outcome the school plans to achieve	The number of students scoring 3 or higher will increase by 5 percentage points from 35% to 40% in ELA and from to 47% to 52% as measured by the 2020 Florida Standards Assessment (FSA).
Person responsible for monitoring outcome	Dawn Lewis (lewisda@pcsb.org)
Evidence-based Strategy	Implement equity for excellence instructional practices in classrooms such as oral language and storytelling, cooperative and small group settings, music and movement, morning meetings, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans in order to increase the percentage of proficient students.
Rationale for Evidence-based Strategy	Bay Point Elementary (BPE) is committed to equity for excellence of all students by knowing and supporting the needs of all of our learners. BPE is commitment to culturally relevant curriculum, materials, and training in support of rigorous, engaging instruction in all classrooms. By meeting the level of all grade level standards with focus on creating access for all students, equity can be achieved.

Action Step	
Description	1. Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. 2. Implement effective intervention strategies based on the close monitoring of students with personalized learning plans. 3. Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students. 4. Implement universal screening for gifted identification to expand the number of black students served within the talent development groups or identified as gifted learners. 5. Identify any Black student in need of remediation and offer them first priority

in extended learning opportunities.

6. All Black students who fall within the Lowest 25% (L25) group will have a personalized
learning plan.

7. Utilize the 5000 Role Models and Girlfriends program to provide mentorship for Black students.

8. Provide follow-up professional development in iReady Reading intervention strategies to
focus on Black student intervention plans.

9. I-Ready Reading & Math is an online program that is an adaptive diagnostic that
pinpoints scholars' down to the sub-skill level. Based on research i-ready instruction will aid
our scholars in making substantial learning gains across key subgroups and meet the
evidence criteria for Every Student Succeeds Act (ESSA). We will implement this program with fidelity in order to yield the desired results by every scholar on the 2020 spring Florida Standards Assessment in Reading and Math.

10. Provide additional parental involvement opportunities in Reading so that families can
better support and advocate for their students.

Person Responsible	Dawn Lewis (lewisda@pcsb.org)

#5	
Title	Conditions for Learning
Rationale	Our current level of performance in regards to school-wide behavior is 162 office referrals. Looking deeper at the data; Asian students 1.6%, Black students 83.9 %, Hispanic students 4.8%, Multiracial students 3.2% and White students 6.5%

State the measureable outcome the school plans to achieve	We expect our number of referrals to decrease by half (81). We also expect the number of referrals for our black students to decrease to 70%. Our success will be measured by the School Profiles end of the year report.
Person responsible for monitoring outcome	Melanie Taylor (taylormel@pcsb.org)
Evidence-based Strategy	The use of Positive Behavior Support (PBS) framework as well as Restorative Practice to divert the focus from negative consequences to positive rewards.
Rationale for Evidence-based Strategy	Positive Behavior Intervention Supports (PBIS) and Restorative Practices will be utilized for teaching appropriate behavior and developing a school's social culture based on Social and Emotional Learning (SEL).
Action Step	
Description	1. Set clear social expectations 2. Acknowledge and reinforce positive behavior 3. Consistent consequences for problem behavior 4. Collection and review of behavior data to drive decision-making
Person Responsible	Melanie Taylor (taylormel@pcsb.org)

#6	
Title	Attendance
Rationale	The number of students who have missed 10% or more increased from the 2017-2018 to the 2018-2019 school year from 41 students below 90% to 63 students will 10% or more absences.
State the measureable outcome the school plans to achieve	We intend to decrease the percent of students missing 10% or more school days by 50%.
Person responsible for monitoring outcome	Suchita Matheney (matheneys@pcsb.org)
Evidence-based Strategy	Using the Positive Behavior Intervention Support (PBIS) framework to recognize students with on-time attendance.
Rationale for Evidence-based Strategy	Our overall attendance rate and the number of students who are missing 10% or more of school has increased over the last two years and our attendance rate has dropped from 96% in 2015-16 to 95.7%. This has a negative impact on learning. We be adding incentives for students who are in attendance on time at school and will monitor this through our Child Study Team.

Action Step

Description	1. Review attendance taking process and school-wide strategies for positive attendance with all staff. 2. Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier 1 student. 3. Develop and implement attendance incentive programs and competitions. 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. Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis. 6. Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis. 7. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared). 8. School Social worker reach out to the families of students returning in 3rd-5th grade with attendance below 90% to share attendance and academic data.
Person Responsible	Suchita Matheney (matheneys@pcsb.org)

#7	
Title	Family and Community
Rationale	Our current level of parent engagement in school sponsored events is less than 35% depending on the nature of the activity, as measured by sign in sheets at each school activity.
State the measureable outcome the school plans to achieve	The number of families participating in school sponsored events will increase from 35% to 45% as measured by parent sign in sheets during the 2019 - 2020 school year.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	We will do this by continued use of our bi-weekly progress reports, monthly school and magnet activity newsletters and School Messenger calls. We will also look to implement the use of the Class DoJo to send text reminders of upcoming events and notations.
Rationale for Evidence-based Strategy	The rationale for selecting this strategy is that by selecting more varied methods of parental communication tools we will be able to more actively engage our parents in the events and the information that is being provided from the school for our monthly events.
Action Step	
Description	1. 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. 2. Actively encourage and facilitate family participation in school events by developing activities that engage students, parents and school personnel in joint activities that are tied to learning. 3. 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. 4. Provide multiple opportunities for families to be involved through a variety of activities at school and at home, and communicate with them regarding the various factors that promote students' academic success. 5. Create a welcoming school environment that respects and celebrates language and cultural diversity and display student work throughout the building and ensure families receive written communication in the home languages they speak, or provide

translation services.
6.Regularly solicit parent feedback and input on school activities and events.
Encourage parents with leadership capacity to be parent representatives on school
leadership teams by making personal connections.

Person Responsible	Ciera Negretti (negrettic@pcsb.org)

#8	
Title	Healthy Schools
Rationale	If our wellness team can monitor the implementation of administrative guidelines for wellness set forth by the Alliance for a Healthier Generation, our school would have a great opportunity to be eligible for national recognition as well as increase healthy habits.
State the measureable outcome the school plans to achieve	Target for 2019-2020 is for Bay Point Elementary to be come eligible for SILVER national recognition in 6 out of 6 Alliance for a Healthier Generation's Healthy School Program Assessment Modules.
Person responsible for monitoring outcome	Merrideth Schaefer (schaeferme@pcsb.org)
Evidence-based Strategy	For 2019-2020 school year, the Healthy Schools team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by October 2019.
Rationale for Evidence-based Strategy	If our healthy school team monitors the implementation of administrative guidelines for wellness, overall health for students, staff and our community health will increase. Also, our school would have a greater opportunity to be eligible for recognition.

Action Step	
Description	1. Wellness Champion will introduce components of Silver rating to staff in August 2019 2. Staff will participate in relevant, related components. 3. The Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is eligible for national recognition. 4. Wellness Champion will monitor and report out to leadership team progress on this goal. 5.
Person Responsible	Merrideth Schaefer (schaeferme@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

NA

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Bay Point Elementary Magnet will continue to build positive relationships by increasing our efforts to
communicate with our families. We will do this by continued use of our bi-weekly progress reports,
monthly school and magnet activity newsletters and School Messenger calls. We will also look to
implement the use of the Remind App to send text reminders of upcoming events and notations.
We will also provide curriculum events tied to build parent content area knowledge:
1. Title Annual Meeting
2. Reading Under the Stars
3. Student Led Conferences
4. Meet the teacher
5. Open House
6. Fiesta Night
7. Math Night
8. STEM Family night
9. Science Fair
10. Family Art Night
11. Black History Month Celebration

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The strategies that the school employs to support incoming and outgoing cohorts of students includes:
1. Kindergarten Orientation will be conducted. Families will receive:
* Coloring book
* Site words list
* Tangram set
* Welcome to Kindergarten booklet- Highlighting readiness skills

* Parent guide
* Crayons and pencil
2. Information Materials will be sent to Pre-K in the fall.
3. All incoming students will receive a Welcome Letter indicating classroom teacher, suggested supplies list, news and notes.
4. Kindergarten shadowing if requested
5. Kindergarten Play Day
6. Discovery Night

For our outgoing class:
1. All students receive grade level book collection to take with them each year to create their own home library
2. All 5th grade students receive a course elective selection sheet from their middle school
3. School sponsors a prepare for middle school night
4. Feeder Middle school is invited to meet with 5th graders to discuss their program and the options for attending
5. All 5th grade families receive invitations and program guides for the middle school application fairs and information nights.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

We have redesigned our groups, teams and committees to align our resources to the needs of our students by focusing on the strengths of our team.
We have also realigned student groups to align teachers to their deficient areas in FSA scores.
Who: These resources will be coordinated and monitored through the School Based Leadership Team and our Leadership team.
How: Those teams will meet weekly and use the problem solving process to address instructional and operational needs of the school. School wide data will be dis-aggregated and analyzed to identify trends associated with the use of the materials and identify any barriers to their implementation.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Strategies used by the school to advance college and career awareness include a strong focus on National
Feeder Middle Schools are invited to meet with outgoing 5th graders to describe the expectations and the information about Middle School programs. We also have a partnership with a local high school for their students to volunteer and work with students in our program.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Strategies used by the school to advance college and career awareness include a strong focus on

Feeder Middle Schools are invited to meet with outgoing 5th graders to describe the expectations and
the information about Middle School programs. We also have a partnership with a local high school for
their students to volunteer and work with students in our program. BPE also participates in the Annual Great American Teach in in order for our students to be exposed to the various career opportunities available in a variety of fields.

Part V: Budget

1	III.A	Areas of Focus: English Language Arts				$5,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	500-Materials and Supplies	0161 - Bay Point Elementary School	School Improvement Funds		$700.00
		Notes: This money will be spent on research based interventions for the lowest 25% of students along with professional development to support the teachers using the interventions.				
	5100	310-Professional and Technical Services	0161 - Bay Point Elementary School	Title, I Part A		$4,500.00
		Notes: Provide funds for Curriculum Associates consultant to deliver professional development and support for i-Ready assessment and instructional program.				
2	III.A	Areas of Focus: Math				$700.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	500-Materials and Supplies	0161 - Bay Point Elementary School	School Improvement Funds		$700.00
		Notes: Budgeted money for math will include intervention materials used for the L25 and professional development necessary to support the teachers using the interventions.				
3	III.A	Areas of Focus: Science				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	500-Materials and Supplies	0161 - Bay Point Elementary School	School Improvement Funds		$500.00
		Notes: Money designated for science will support 5th grade teachers reviewing 3rd and 4th grade standards and holding a science camp.				
4	III.A	Areas of Focus: Bridging the Gap/Black Student Achievement				$290.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	500-Materials and Supplies	0161 - Bay Point Elementary School	School Improvement Funds		$290.00
		Notes: Money in this section will be used for school-wide equity and culturally responsive training initiatives.				

5	III.A	**Areas of Focus: Conditions for Learning**				**$10,800.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	500-Materials and Supplies	0161 - Bay Point Elementary School	School Improvement Funds		$800.00
			Notes: Money allocated in this area will be used for Restorative Practice, Equity and Responsive Learning.			
	5100	310-Professional and Technical Services	0161 - Bay Point Elementary School	Title, I Part A		$10,000.00
			Notes: Cambio Group to provide professional development for cultural competency and educational equity.			
6	III.A	**Areas of Focus: Attendance**				**$0.00**
7	III.A	**Areas of Focus: Family and Community**				**$0.00**
8	III.A	**Areas of Focus: Healthy Schools**				**$0.00**
					Total:	**$17,490.00**