

Pinellas County Schools

Bay Vista Fundamental Elementary School



2019-20 School Improvement Plan

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Bay Vista Fundamental Elementary School

5900 DR MARTIN L KING ST S, St Petersburg, FL 33705

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

Demographics

Principal: Keila Victor

Start Date for this Principal: 7/1/2019

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	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	44%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Students With Disabilities White Students
School Grade	2018-19: A
School Grades History	2017-18: A 2016-17: A 2015-16: A 2014-15: A 2013-14: A
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

Our mission at Bay Vista Fundamental is to educate all learners to become successful, productive members of society by providing a safe, positive learning community.

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
Hall, Donna	Principal
Principal	
Cianci, Sheri	Teacher, K-12
Teacher, K-12	
Flint, Jessica	Teacher, K-12
Teacher, K-12	
Gertsch, Kelly	Teacher, K-12
Teacher, K-12	
White, Denise	Teacher, K-12
Teacher, K-12	
Webb, Darcy	Teacher, K-12
Teacher, K-12	
Hill, Jana	Teacher, ESE
Teacher, ESE	

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	76	105	105	105	100	109	0	0	0	0	0	0	0	600
Attendance below 90 percent	1	9	4	7	7	7	0	0	0	0	0	0	0	35
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	2	28	16	0	0	0	0	0	0	0	46

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	2	2	0	0	0	0	0	0	0	4

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	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	

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

34

Date this data was collected or last updated

Tuesday 7/23/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

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	10	5	8	6	6	3	0	0	0	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	35	14	12	0	0	0	0	0	0	0	61

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	2	1	0	0	0	0	0	0	0	0	3

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	68%	54%	57%	67%	50%	56%
ELA Learning Gains	75%	59%	58%	62%	47%	55%
ELA Lowest 25th Percentile	67%	54%	53%	44%	40%	48%
Math Achievement	74%	61%	63%	80%	61%	62%
Math Learning Gains	70%	61%	62%	75%	56%	59%
Math Lowest 25th Percentile	54%	48%	51%	46%	42%	47%
Science Achievement	61%	53%	53%	76%	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	76 (0)	105 (0)	105 (0)	105 (0)	100 (0)	109 (0)	600 (0)
Attendance below 90 percent	1 ()	9 ()	4 ()	7 ()	7 ()	7 ()	35 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	2 (0)	28 (0)	16 (0)	46 (0)

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	54%	56%	-2%	58%	-4%
	2018	64%	53%	11%	57%	7%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2019	75%	56%	19%	58%	17%
	2018	62%	51%	11%	56%	6%
Same Grade Comparison		13%				
Cohort Comparison		11%				
05	2019	74%	54%	20%	56%	18%
	2018	74%	50%	24%	55%	19%
Same Grade Comparison		0%				
Cohort Comparison		12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	58%	62%	-4%	62%	-4%
	2018	78%	62%	16%	62%	16%
Same Grade Comparison		-20%				
Cohort Comparison						
04	2019	82%	64%	18%	64%	18%
	2018	81%	62%	19%	62%	19%
Same Grade Comparison		1%				
Cohort Comparison		4%				
05	2019	82%	60%	22%	60%	22%
	2018	80%	61%	19%	61%	19%
Same Grade Comparison		2%				
Cohort Comparison		1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	61%	54%	7%	53%	8%
	2018	76%	57%	19%	55%	21%
Same Grade Comparison		-15%				
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	24	59	60	36	47	40					
BLK	55	63	60	64	64	50	31				
HSP	73	72		74	89						
WHT	78	86	81	81	68	55	82				
FRL	53	63	61	66	66	57	32				

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	40	53	50	44	67						
BLK	49	55	40	63	62	46	59				
HSP	63			80							
MUL	64			73							
WHT	77	68	53	89	85	63	85				
FRL	49	52	38	69	68	47	62				

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	67
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	469
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	
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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	55
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	77
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	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	57
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

Grade 3 ELA showed the lowest performance at 54% which is a 10% drop from 17/18. Over the past three years, this grade level has consistently dropped, 9%, 7%, and 10%, respectively, for a total of 26% overall. The third grade team used ELA for Reading as a resource during core instruction in conjunction with the district-created modules. ELA for Reading was also used as an intervention. While the team collaboratively planned, this resource was used differently across the grade level. District BW assessments were not utilized routinely until second semester.

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

Fifth grade science showed the greatest decline as proficiency levels fell 15% to 61%. Fall diagnostic data demonstrated significant deficits in third and fourth grade standards this year than in previous year indicating gaps in instruction.

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

As a school, Bay Vista is performing above the state average in all areas. Third grade is the only grade level performing below the state average both in ELA and in Math. The team fell 20 percentage points over this past year which also brought them 4% below the state average for proficiency. The team planned collaboratively with the standards in mind and identified resources for each unit. Formative assessments were not an active part of the planning process to drive ongoing instruction. Go Math Unit Assessments was the tool used to identify mastery of standards; however, more as a summative measure. Bi-weekly assessments were not utilized formatively or summatively.

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

ELA gains among the L25 population saw the greatest improvement with an increase of 23% from the previous year. The fourth and fifth grade teams implemented Literacy Footprints and small skill groups with these students. Data was tracked routinely and instruction and groupings were adjusted as necessary in response to the data.

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

The area of greatest concern is the percentage of 4th grade students earning a Level 1 in ELA who will make up the majority of the L25 population.

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

1. Increase ELA and Math proficiency in third grade.
2. ELA and Math Gains for L25 students.
3. Achievement gap between Black and White students. (21%)
4. Family Engagement initiatives.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	<p>ELA</p> <p>REFLECTION (4 Step Problem-Solving):</p> <ol style="list-style-type: none"> 1. Our current level of performance is 68% proficiency in grades 3-5, as evidenced in 2019 FSA ELA scores. 2. We expect our performance level to be 80% by 2020. 3. The problem/gap is occurring because of inconsistency of rigorous instructional strategies aligned to the Florida Standards at the appropriate taxonomy level. 4. If the level of rigor and frequency of cognitively complex tasks would occur, the problem would be reduced by a greater level of tasks meeting the full depth of the Florida Standards.
Rationale	
State the measureable outcome the school plans to achieve	The percent of all students achieving ELA proficiency in grades 3, 4, and 5 will increase from 68% to 80%, as measured by FSA.
Person responsible for monitoring outcome	Donna Hall (halldonn@pcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Standards-based Planning 2. Standards-based Instruction 3. Student-centered with Rigor 4. Differentiated Instruction for all students.
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. If we effectively implement high-leverage strategies which support standards-based planning , then the percent of all students achieving proficiency will increase from 68% to 80% 2. If we effectively implement high-leverage strategies which support standards-based instruction, then the percent of all students making learning gains will increase from 68% to 80%. 3. If we effectively implement high-leverage strategies which support classrooms focused on student-centered with rigor, and differentiated and scaffolded instruction, then the percent of all students achieving proficiency will increase from 68% to 80%.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will collaboratively plan, including ESE, and align instruction to meet the Florida Standards for ELA, district curriculum guidelines, and student needs by providing multiple opportunities across the literacy block for reading, writing, speaking, and listening. 2. Teachers develop rigorous learning goals and tasks that are aligned to the Florida Standards. 3. Teachers intentionally design lessons on a trajectory of difficulty with multiple checkpoints to find out what students know and then differentiate instruction to meet student needs. 4. Teachers intentionally plan instruction aligned with a high level of rigor by using Marzano’s Taxonomy and adjust instruction through the use of talk, task, text, and student needs.

5. Teachers utilize the gradual release model including explicit and modeled instruction, guided practice with teacher support and feedback, and opportunities for independent practice.
6. Implement Walk to Read in Grades 1-5 using JR Literacy Footprints and JRGR Routine.
7. Differentiate for gifted learners through adapting content, thinking skills, resources, and/or objectives.
8. Administrators monitor teacher practice and provide feedback to support teacher growth.

**Person
Responsible**

Donna Hall (halldonn@pcsb.org)

#2	
Title	Family and Community Engagement
Rationale	If the family and community feel vested as stakeholders, there will be a positive impact on the school.
State the measurable outcome the school plans to achieve	The percentage of parents/families referred to IAC for missed meetings will decrease as a result of participation in monthly meetings/engagements.
Person responsible for monitoring outcome	Donna Hall (halldonn@pcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Effectively communicate with families about their students' progress and school processes/practices. 2. Provide academic tools to families in support of their students' achievement at home. 3. Purposefully involve families with opportunities for them to advocate for their students. 4. Intentionally build positive relationships with families and community partners.
Rationale for Evidence-based Strategy	If families have an increased stake in the school community as a whole, then trust and willingness to participate will be evident.
Action Step	
Description	<ol style="list-style-type: none"> 1. Student-led and Teacher-led conferences three times a year to instruct families on how to use the new Personal Learning Pathways Program to individualize instruction and fill in academic gaps. Weekly Messages, Monthly Newsletters and Required PTA General Membership Monthly Meetings. 2. Streamline family engagement efforts with Required Monthly Meetings that are result-oriented (linked to learning and fostering positive school culture/community), learn new tips to support their child at home; share knowledge about their child with teacher, provide academic family nights for parents to increase student support at home. 3. Provide parents/families opportunity to attend workshops and trainings, join organizations (PTA) that promote parent advocacy. Utilize student services to provide families/parents, and students with resources, tools, support, and outside agencies referrals. 4. Utilize social media to increase communication with parents; PCS Family Engagement APP; Class DOJO, Facebook, School's web-site; Offer an alternate menu for parents to gain Required Meeting Credit; Develop and implement activities to build respect and trust between home and school. Increase positive interaction with parents/families on a regular basis. Utilize focus groups to gather parents and family input for development of school improvement plan. Implement family social gatherings to build relations with families and among families as a school community.

Person Responsible

Donna Hall (halldonn@pcsb.org)

#3	
Title	Mathematics
Rationale	<p>REFLECTION (4 Step Problem-Solving):</p> <ol style="list-style-type: none"> 1. Our current level of performance is 74% proficiency in grades 3-5, as evidenced in 2019 Mathematics FSA Scores. 2. We expect our performance level to be 80% by 2020. 3. The problem/gap is occurring because differentiation is not data-driven and implemented with fidelity. 4. If differentiation is data-driven and implemented with fidelity, the problem would be reduced.
State the measurable outcome the school plans to achieve	The percent of all students achieving proficiency in grades 3, 4, and 5 will increase from 74% to 80%, as measured by FSA.
Person responsible for monitoring outcome	Donna Hall (halldonn@pcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Strengthen staff ability to engage students in complex tasks. 2. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. 3. Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
Rationale for Evidence-based Strategy	If staff utilizes data to differentiate instruction to meet the needs of all students, then mathematics proficiency will increase.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers implement daily Number Routines (Number Talks, High Yield Number Routines, Maintenance Routines, etc.) at the start of the mathematics block to increase number sense and flexibility. 2. Teachers collaborate to select and implement rigorous tasks aligned with each standard including Ready Math and Mathematics Formative Assessment System (MFAS) and resources from the Curriculum Guides. 3. Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Use Ready Math daily exit tickets and weekly lesson quizzes to inform instruction and remediation/enrichment. 4. Teachers use various mathematics tools and manipulatives (rulers, number lines, counters, pattern blocks, base ten blocks, etc.) and encourage students to select tools that support making sense of problems. 5. Mathematics Teacher Leaders are intentionally developed and included in development of the Mathematics Professional Development Plan and other decisions. 6. Dreambox implemented as an intervention at the back-end of instruction.

7. Grade level teams will create a process to plan and do the math for upcoming standards/instruction to identify misconceptions to support student learning and discourse.

8. Administrators and teachers engage in mathematics-focused learning walks using district provided walk-through tools.

9. Administrators monitor teacher practice and provide feedback to support teacher growth.

Person Responsible

Donna Hall (halldonn@pcsb.org)

#4	
Title	Science
Rationale	<p>REFLECTION (4 Step Problem-Solving):</p> <ol style="list-style-type: none"> 1. Our current level of performance is 61%, as evidenced in SSA results. 2. We expect our performance level to be 80% by 2020. 3. The problem/gap is occurring because of lack of proficiency of students in Grades 3 & 4 NGSSS. 4. If the Fall and Winter Diagnostic data is intentionally utilized for remediation of 3rd & 4th grade NGSSS, the problem would be reduced.
State the measurable outcome the school plans to achieve	The percent of all students achieving proficiency will increase from 61% to 80%, as measured by SSA.
Person responsible for monitoring outcome	Donna Hall (halldonn@pcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Enhance staff capacity to identify critical content from the Standards in alignment with district resources. 2. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. 3. Strengthen staff ability to engage students in complex tasks.
Rationale for Evidence-based Strategy	If staff differentiates data to close the gap of 3rd and 4th grade NGSSS, then science proficiency will increase.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers utilize systemic documents to effectively plan for science units that incorporate the 10-70-20 science instructional model (10% setting the purpose, 70% core science, 20% confirming the learning) and includes appropriate grade-level utilization of science labs in alignment with the Standards. 2. Regularly assess (formally and informally) and utilize data to modify and adjust instruction. 3. Ensure students take diagnostic assessment in August and utilize item analysis strategies to identify lowest 3rd and 4th grade standards for Life, Physical, Earth and NOS to support planning and differentiation for students. 4. Conduct regular Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and plan for instruction based on data. 5. Develop, implement and monitor science lab schedule for all students in grades 2-5. 6. Vertical articulation between 5th grade and 3rd & 4th grade regarding NGSSS deficit trends. 7. Conduct and implement a 5th grade standards review plan based on data from the 3rd and 4th grade Review Diagnostic Assessment.

8. Utilize diagnostic data to identify instructional resources to support the ongoing review and expansion of learning with an emphasis on informational text and academic vocabulary.

9. Teachers monitor and provide feedback to students to support learning inclusive of the "Confirming the Learning" portion of the instructional model and student conferencing opportunities.

10. Administer 3rd & 4th grade unit assessments and use data to add to 5th Grade Review Plan.

11. Administration monitors teacher practice and provide feedback to support teacher growth.

Person Responsible

Donna Hall (halldonn@pcsb.org)

#5	
Title	Healthy Schools
Rationale	<p>1. After submitting our application for the 2018-2019 school year, we are awaiting our level of performance from the Alliance for a Healthier Generation's Healthy Schools Program. We expect to be a Bronze in September of 2020 when recognition is announced.</p> <p>2. We expect to reach the Silver recognition level in the 2019-2020 school year.</p> <p>3. The problem/gap is occurring because wellness activities/efforts have focused mainly on staff.</p> <p>4. If wellness activities/efforts were increased and diversified to included the whole school community, a focus on health and wellness would become a bigger part of our school culture.</p>
State the measureable outcome the school plans to achieve	The percent of all stakeholders engaging in wellness activities/efforts will increase from 2018/19 to 2019/20 to increase our status to Silver, as measured by the modules completed for the Alliance for a Healthier Generation's Healthy Schools.
Person responsible for monitoring outcome	Donna Hall (halldonn@pcsb.org)
Evidence-based Strategy	<p>1. Policies that emphasizes healthy food/snack choices.</p> <p>2. An environment that plans for and puts into practice healthy choices/activities.</p>
Rationale for Evidence-based Strategy	From last year's assessment data for the Alliance for a Healthier Generation, the area where we currently have the most need for growth is the module for Policies and Environment. We have 3/6 requirements met in this area from the 2018/19 school year which qualifies us for Bronze. To reach the Silver level of recognition we need to have 5/6 requirements fully in place.
Action Step	
Description	<p>1. Determine that we have met the Bronze level of recognition for the 2018-2019 school year when announced in September 2019.</p> <p>2. Review who has been on the school health team in the past and recruit new participants for the team, including parent participants.</p> <p>3. Review what is stated in the Bay Vista handbook of fundamental policies regarding healthy food/snack policies. Work with staff to make sure these policies are being reinforced throughout the school community.</p> <p>4. Healthy options for celebrations. Have them posted on website for parents and teachers.</p> <p>5. Provide parents with reminders of healthy food/snack policies throughout the year via the school newsletter, social media, and PTA meetings.</p> <p>6. Provide parents with educational resources regarding parenting strategies via the school newsletter, social</p>

media, and through PTA meetings.

7. Host activities at school, in partnership with local organizations, to promote physical activity and healthy choices.

8. Healthy snacks promoted on the morning news.

9. Evaluate snacks in the snack machine and see where we can be healthier. Gather information for any

companies that provide a snack machine with only healthy snack choices.

10. Provide a no/low cost, ongoing opportunity for staff stress management as a Wellness Activity this school year.

11. Continue the daily Walking Club and implement additional ELP healthy alternatives (Yoga, Girls on the Run, Soccer).

12. PTA-sponsored "Fun Run" for students.

13. School-wide monthly Health and Fitness trait presented on the Morning News (similar to Citizen of the Month with character traits).

**Person
Responsible**

Donna Hall (halldonn@pcsb.org)

#6	
Title	<p>Bridging the Gap with Equity for All: Black Student Achievement</p>
Rationale	<ol style="list-style-type: none"> 1. Our current level of performance is 55% proficiency in Grades 3-5, as evidenced by FSA ELA scores. 2. We expect our performance to be 80% proficiency by 2020. 3. The problem/gap is occurring because 45% of our Black students in Grades 3-5 are lacking foundational skills required by the demands of the Florida Standards at their current level, thus causing many to score in the L25 range. 4. If daily small group interventions would occur with fidelity, the problem would be reduced by 8%
State the measurable outcome the school plans to achieve	<p>The percent of Black students achieving ELA proficiency will increase from 55% proficiency to 80% proficiency, as measured by FSA.</p>
Person responsible for monitoring outcome	<p>Donna Hall (halldonn@pcsb.org)</p>
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies and practices and ensure strong implementation. 2. Implement effective intervention strategies based on the close monitoring of students with personalized learning plans. 3. Ensure Black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. 4. Implement Restorative Practices throughout the school. 5. Utilize supports from district office to ensure interventions are in place and being implemented for Black students who receive consent for evaluation. 6. Administration to monitor and provide feedback routinely.
Rationale for Evidence-based Strategy	<p>If staff engages in ongoing professional development on culturally relevant strategies and Restorative Practices, more Black students will be engaged in learning which will have a positive impact on proficiency and in extended learning participation.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Monitor Black student data through Demographic Data Collection Chart to track progress and ELP participation. 2. PD will include Equity for Excellence pre-school and throughout the school year, as well as Culturally Responsive Teaching/Strategies, and continued Restorative Practices/Circles. 3. Ensure Black students are participating in extended learning opportunities before and after school and in the

extended year program (Summer Bridge) through recruitment and targeted resources.

4. Mentor/lunch buddy program.

5. 5000 Role Models.

6. Girlfriends Club.

7. Teachers will regularly assess (formally/informally), and utilize data to modify and adjust instruction and

assist students with setting goals as well as tracking progress.

8. Teachers will plan for and implement culturally relevant strategies in the classroom.

9. Administration will provide feedback from walkthroughs/observations.

**Person
Responsible**

Donna Hall (halldonn@pcsb.org)

#7	
Title	School Climate/Conditions for Learning
Rationale	<p>1. Our current level of performance in school-wide behavior is satisfactory as there has not been a School-wide Behavior Plan in effect, thus resulting in an increase of behavior warnings. We expect our level of performance and discipline warnings to decrease by the end of the 2019/20 school year with the implementation of a SWBP</p> <p>2. The problem/gap in behavior performance is occurring because of the absence of a SWBP with a committed restorative approach.</p> <p>3. If fidelity of the implementation of the SWBP and restorative practices would occur, the problem would be reduced by 50%, as evidenced by fewer warnings and IAC meetings.</p> <p>4. We will analyze and review our data for effective implementation of our strategies by reviewing behavior warnings through SBLT and PBIS meetings and make appropriate decisions based on this data.</p>
State the measureable outcome the school plans to achieve	The number of students receiving behavior warnings will decrease by 35% as measured by the Warning Tracking System and the number of referrals to IAC for behavior.
Person responsible for monitoring outcome	Donna Hall (halldonn@pcsb.org)
Evidence-based Strategy	<p>1. Strengthen the ability of all staff to establish and maintain positive relationships with all students.</p> <p>2. Strengthen the implementation of research-based practices that communicate high expectations for each student. (SWBP / GFS)</p> <p>3. Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.</p>
Rationale for Evidence-based Strategy	If staff utilizes a restorative approach with all students and implements the SWBP with fidelity and consistency, behavior warnings and the number of students appearing before the IAC for behavior infractions will decrease by 35%.
Action Step	
Description	<p>1. Develop, train staff & students, and implement a School-wide Behavior Plan (SWBP) and Guidelines for Success.</p> <p>2. Review student and teacher data on a weekly basis for trends and next steps.</p> <p>3. Update school-wide plan as needed on a monthly basis (celebrate areas of growth, update strategies for areas of improvement).</p> <p>4. Strengthen school-wide incentive program (Bay Vista Bucks).</p>

**Person
Responsible**

Donna Hall (halldonn@pcsb.org)

#8**Title**

Attendance

Rationale

1. Our current level of performance is 6% of students exhibit attendance below 90% as evidenced in School Profiles. We expect our level of performance to be 4% exhibiting attendance below 90% by the end of the 2019/20 school year. The current daily rate of attendance is _____.
2. The problem/gap in attendance is occurring because 6% of students are absent more than 10% of enrolled school days.
3. If an increase in the percentage of student attendance would occur, the problem would be reduced by a minimum of 2%.
4. We will analyze and review our data for effective implementation of our strategies by monitoring attendance data in SBLT and CST meetings through review of School Profiles and Focus Attendance Reports.

State the measurable outcome the school plans to achieve

The percent of all students missing 10% or more of enrolled school days will decrease from 6% to 4%, as measured by School Profiles and Focus Attendance Reports.

Person responsible for monitoring outcome

Donna Hall (halldonn@pcsb.org)

Evidence-based Strategy

1. Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.
2. Strengthen the implementation of Tier 3 interventions to address and support the needs of students.

Rationale for Evidence-based Strategy

If an increase in the percentage of student attendance would occur, the problem would be reduced by a minimum of 2%

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.
3. Implement a monthly attendance incentive competition and perfect attendance recognition.
4. Inform families of 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 at CST.
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. Begin reaching out to targeted families right away as soon as they miss their first day of school.
- 9. Administration will routinely monitor and review CST minutes and attendance.

Person Responsible Donna Hall (halldonn@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)

n/a

Part V: Budget						
1	III.A	Areas of Focus: ELA				\$2,960.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0231 - Bay Vista Fundamental Elem.	School Improvement Funds		\$2,960.00
			<i>Notes: TDE's for Professional Development in the areas of ELA, Math, and Science</i>			
2	III.A	Areas of Focus: Family and Community Engagement				\$0.00
3	III.A	Areas of Focus: Mathematics				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0231 - Bay Vista Fundamental Elem.			\$0.00
4	III.A	Areas of Focus: Science				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0231 - Bay Vista Fundamental Elem.	School Improvement Funds		\$300.00
			<i>Notes: What's the Evidence Booklets (Life, Earth, Physical)</i>			
5	III.A	Areas of Focus: Healthy Schools				\$0.00
6	III.A	Areas of Focus: Bridging the Gap with Equity for All: Black Student Achievement				\$0.00
7	III.A	Areas of Focus: School Climate/Conditions for Learning				\$0.00
8	III.A	Areas of Focus: Attendance				\$0.00
					Total:	\$3,260.00