Cross Bayou Elementary School

2019-20 School Improvement Plan

Table of Contents

Cross Bayou Elementary School

6886 102ND AVE N, Pinellas Park, FL 33782

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

Demographics

Principal: Katherine Wickett B

Start Date for this Principal: 7/1/2010

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 Students With Disabilities White Students
School Grade	2018-19: C
School Grades History	2017-18: C 2016-17: C 2015-16: C 2014-15: C 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	TS&I

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

School Board Approval

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

SIP Authority

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

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

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

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

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

Cross Bayou Elementary will provide a caring and success oriented learning environment that enable each child to become a respectful, responsible and motivated lifetime learner through a collaborative effort among students, staff and the community.

Our School Motto that students can say that supports our school mission is:
C - Come Prepared
B - Be Responsible
E - Exhibit Kindness
S - Show Respect

Provide the school's vision statement

100% Student Success. All students will make a least 1 year of academic growth per year.

School Leadership Team

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

Name	Title
Wickett, Katherine	Principal
Principal	
Stull, Eileen	Assistant Principal
Assistant Principal	
Hamilton, Krista	Guidance Counselor
Guidance Counselor	
Giammarco, Denise	Teacher, K-12
Teacher, K-12	
Caldea, Vivian	Teacher, K-12
Teacher, K-12	
Fisher, Carisa	Teacher, K-12
Teacher, K-12	
Jones, Lynette	Teacher, K-12
Teacher, K-12	
Rouse, Stacy	Teacher, K-12
Teacher, K-12	
Kuespert, Amy	Teacher, ESE
Teacher, ESE	
Calandra, Tony	Teacher, K-12
Teacher, K-12	
Beatty, Tracy	Teacher, K-12
Teacher, K-12	

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	42	67	68	66	65	61	0	0	0	0	0	0	0	369
Attendance below 90 percent	0	16	13	12	13	8	0	0	0	0	0	0	0	62
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	5	8	6	0	0	0	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	8	24	22	0	0	0	0	0	0	0	54

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	2	0	5	10	15	0	0	0	0	0	0	0	32

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	1	1	0	9	0	0	0	0	0	0	0	0	0	11
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)
27

Date this data was collected or last updated
Tuesday 7/9/2019

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	21	24	14	19	11	15	0	0	0	0	0	0	0	104
One or more suspensions	3	1	6	5	20	15	0	0	0	0	0	0	0	50
Course failure in ELA or Math	0	0	0	5	8	6	0	0	0	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	35	19	38	0	0	0	0	0	0	0	92

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	0	0	14	12	12	0	0	0	0	0	0	0	39

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	38%	54%	57%	40%	50%	56%
ELA Learning Gains	60%	59%	58%	40%	47%	55%
ELA Lowest 25th Percentile	51%	54%	53%	44%	40%	48%
Math Achievement	53%	61%	63%	55%	61%	62%
Math Learning Gains	50%	61%	62%	58%	56%	59%
Math Lowest 25th Percentile	29%	48%	51%	40%	42%	47%
Science Achievement	39%	53%	53%	57%	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	42 (0)	67 (0)	68 (0)	66 (0)	65 (0)	61 (0)	369 (0)
Attendance below 90 percent	0 ()	16 ()	13 ()	12 ()	13 ()	8 ()	62 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	1 (0)	0 (0)	1 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	5 (0)	8 (0)	6 (0)	19 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	8 (0)	24 (0)	22 (0)	54 (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	31%	56%	-25%	58%	-27%
	2018	52%	53%	-1%	57%	-5%
Same Grade Comparison		-21%				
Cohort Comparison						
04	2019	48%	56%	-8%	58%	-10%
	2018	30%	51%	-21%	56%	-26%
Same Grade Comparison		18%				

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		-4%				
05	2019	33%	54%	-21%	56%	-23%
	2018	41%	50%	-9%	55%	-14%
Same Grade Comparison		-8%				
Cohort Comparison		3%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	50%	62%	-12%	62%	-12%
	2018	55%	62%	-7%	62%	-7%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	63%	64%	-1%	64%	-1%
	2018	54%	62%	-8%	62%	-8%
Same Grade Comparison		9%				
Cohort Comparison		8%				
05	2019	46%	60%	-14%	60%	-14%
	2018	57%	61%	-4%	61%	-4%
Same Grade Comparison		-11%				
Cohort Comparison		-8%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	39%	54%	-15%	53%	-14%
	2018	58%	57%	1%	55%	3%
Same Grade Comparison		-19%				
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	19	24	17	31	31	36	7				
ELL	36	74		64	32		18				
ASN	57	73		81	45						
BLK	22	30		32	43	30	8				
HSP	26	73	70	37	27		25				
WHT	40	62	50	55	57	35	43				
FRL	28	57	57	46	46	25	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	23	33	50	24	46	44	17				
ELL	33	50		54	56						
ASN	69	75		81	75						
BLK	27	29		48	43						
HSP	31	33		44	52						
WHT	41	40	47	55	58	44	56				
FRL	37	39	46	50	56	41	54				

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)	TS&I
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	78
Total Points Earned for the Federal Index	398
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners

Federal Index - English Language Learners	50
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	68
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	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	47
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	49
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	46
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 Math Learning Gains for our L25 students shows the lowest performance. We saw a significant drop this year. When analyzing students in the L25 who did not make learning gains, we noted that 55% of those students increased their scale score in math, but not enough to make a learning gain. Reading levels of these students affected their ability to read the math problems and know how to breakdown the problems.

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

Our Science scores showed the greatest decline for this year. Our 5th grade students only had 33% reading at level 3 or above, which impacted their ability to read the on grade level Science assessment.

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

3rd grade ELA proficiency showed the greatest gap when compared to the state our score for 3rd grade proficiency was 31% compared to the state of 58%, which is a 27% gap. We had a teacher go on leave at the beginning of the school year, so we had a long term sub start the year. we had her and other subs until we were able to put in our new hire at end of October.

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

Our ELA Learning gains showed the greatest increase at 20%. The utilization of Jan Richard Guided Reading in intermediate grades was a contributing factor as well as having Title 1 funds to have hourly teachers to work with intermediate students this year. Monitoring L25 students in reading an putting plans in place to monitor all L1-2 students. Student goal setting was a positive factor.

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

Level 1 on Statewide Assessment (92 students) and Attendance below 90% (104 students)

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

1. ELA Proficiency
2. Science Proficiency
3. ELA Learning Gains
4. Math Learning Gains for L25
5. ESSA subgroups of SWD and AA

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Proficiency
Rationale	Our current level of proficiency is 38% as evidenced by the ELA FSA. The problem/gap is occurring because the core instruction needs to be mapped out consistently in each grade level and followed to fidelity.

State the measureable outcome the school plans to achieve	The number of students scoring level 3 or higher will increase from 38% to 48% or higher as measured by the 2020 ELA FSA.
Person responsible for monitoring outcome	Katherine Wickett (wickettk@pcsb.org)
Evidence-based Strategy	Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback. The most important component of the literacy block is ensuring ample time is given to students to read and write appropriate grade-level & apply foundational skills, with high-quality feedback and opportunities to use that feedback.
Rationale for Evidence-based Strategy	We are not seeing 80% of our students achieving mastery through core instruction. Teachers need to plan for more student involvement in their own learning. This includes using instructional methods that allow for more student inquiry, implement 6M's strategies, and Culturally Responsive Teaching Strategies into lessons.

Action Step

Description	1. Provide TDE's for teachers to collaborate on ELA modules and determining instructional strategies that will support high student engagement. 2. Monthly PD/PLCs that focuses on instructional methods, 6M's, and Culturally Responsive Teaching Strategies 3. Align individual teacher DPP's to focus on Conditions for Learning that impact instruction. 4. Administrators to collect data on engagement rate of students each month and share that data with the staff. 5. Update classroom libraries using Title 1 funds with a focus on more relevant content and Culturally Responsive Texts. 6. Administrators will give feedback every 2 weeks on core instructional practices.
Person Responsible	Katherine Wickett (wickettk@pcsb.org)

#2	
Title	Math Proficiency
Rationale	Our current level of proficiency is 53% as evidenced by the Math FSA. The problem/gap is occurring because the core instruction needs to have an increase in problem solving strategies.
State the measureable outcome the school plans to achieve	The number of students scoring level 3 or higher will increase from 53% to 63% or higher as measured by the 2020 Math FSA.
Person responsible for monitoring outcome	Eileen Stull (stulle@pcsb.org)
Evidence-based Strategy	Empower mathematics teacher leaders to create and sustain a culture of feedback and openness, including ongoing teacher to teacher feedback, learning walks etc. For example, using the Coached Observation Protocol.
Rationale for Evidence-based Strategy	Teachers need to have a strong understanding of the math content they are teaching before they can teach it effectively. Making Sense of Mathematics allows teachers to gain that mathematical content knowledge before teaching the concepts. Our Math Cohort will be leading training and facilitating classroom observations and debriefings.

Action Step	
Description	1. Content PD provided by our CBE Math Cohort 2. Provide TDE's for teachers to collaboratively plan out rich problem-solving math lessons. 3. Provide coverage for teachers to visit other classrooms to observe effective math lessons 4. Ensure all classrooms have adequate manipulatives for student use in math lessons. 5. Administrators will monitor effective implementation of Ready Mathematics and Dreambox Learning.
Person Responsible	Eileen Stull (stulle@pcsb.org)

#3	
Title	Science Proficiency
Rationale	Our current level of proficiency is 39% as evidenced by the Science FSA. The problem/gap is occurring because the core instruction needs to have the 10-70-20 science instructional model is consistently implemented.
State the measureable outcome the school plans to achieve	The number of students scoring level 3 or higher will increase from 39% to 55% or higher as measured by the 2020 Science FSA.
Person responsible for monitoring outcome	Eileen Stull (stulle@pcsb.org)
Evidence-based Strategy	Utilize systematic 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 include appropriate grade level utilization of science labs in alignment with the 1st - 5th grade standards. Support and utilize formal and informal assessment strategies that inform instruction. Identify proficiency levels and implement instructional strategies to increase conceptual development of key content.
Rationale for Evidence-based Strategy	All classrooms are not consistently using the 20-70-10 model. Students are not able to make predictions based on observational data and they need more experience conducting experiments.

Action Step	
Description	1. Increase the number of Science Experiments in all grades during the year 2. Administrators will monitor the use of the Science lab and the assessment data. 3. Administrators will review lesson plans for 20-70-10 model and will follow up with walk-throughs in classrooms to ensure this model is being utilized consistently. 4. Develop and implement the 5th grade plan at the beginning of the year to address the gaps of 3rd and 4th grade standards. 5. Explore the possibility of conducting some simple science experiments during lunch. 6. Utilize the science gaming programs during lunch to reinforce concepts. 7. Create a cross-grade level coding plan to build excitement for science.
Person Responsible	Eileen Stull (stulle@pcsb.org)

#4	
Title	Bridging the Gap
Rationale	Our current level of reading proficiency for black students is 27% as evidenced by the ELA FSA. The problem/gap is occurring because these students do not have enough texts that they can relate to and teacher have not been consistently using the 6 M's to make learning relevant for these students.
State the measureable outcome the school plans to achieve	The number of black students scoring level 3 or higher will increase from 27% to 41% or higher as measured by the 2020 ELA FSA.
Person responsible for monitoring outcome	Katherine Wickett (wickettk@pcsb.org)
Evidence-based Strategy	Consistently implement Culturally Responsive Strategies and the 6 M's strategies.
Rationale for Evidence-based Strategy	Our black students are not connecting to the instruction and teachers need to be more aware of this disconnect.
Action Step	
Description	1. Provide PD on 6'M's and Culturally Responsive Teaching Strategies. 2. Purchase more diverse texts for student to relate to for each classroom. 3. Provide more leadership roles for our black students. 4. Monitor the academic growth of our black students. 5. Introduce a new Culturally Relevant book at each Bobcat Assembly 6. All staff will be trained on Trauma Informed Care during preschool.
Person Responsible	Katherine Wickett (wickettk@pcsb.org)

#5	
Title	SWD - ESSA
Rationale	Our current level of ELA proficiency for our SWD students is 23% as evidenced by the ELA FSA. Our current level of Math proficiency for our SWD students is 24% as evidenced by the Math FSA. The problem/gap is occurring because these students need more intensive instruction within their own classroom.
State the measureable outcome the school plans to achieve	The number of SWD students scoring level 3 or higher in ELA will increase from 23% to 41% or higher as measured by the 2020 ELA FSA. The number of SWD students scoring level 3 or higher in Math will increase from 24% to 41% or higher as measured by the 2020 Math FSA.
Person responsible for monitoring outcome	Katherine Wickett (wickettk@pcsb.org)
Evidence-based Strategy	Students will benefit from inclusionary ESE support as they tackle grade level material.
Rationale for Evidence-based Strategy	SWD students need scaffolded support in the general education classroom for cognitively complex tasks. This can be achieved using inclusionary practices.
Action Step	
Description	1. Plan for the use of more manipulatives and visuals during instruction. 2. Implement inclusion in our intermediate classrooms. 3. Develop a Check-in/Check-out system with our SWD students. 4.Monitor SWD student progress during data chats. 5. PD for gen ed teachers on successful ESE strategy implementation for inclusionary practice. 6. Administrators will work with ESE Instructional Staff Developer to increase strategies/interventions in the classroom.
Person Responsible	Katherine Wickett (wickettk@pcsb.org)

#6	
Title	School Climate/Conditions for Learning
Rationale	Our current level of performance in regards to school wide behavior is 83 office referrals. Looking deeper a the discipline code data, one of our highest referral reason is defiance/disrespect (29%)
State the measureable outcome the school plans to achieve	The number of student receiving disipline referrals under the category of disrespect will decrease from 24 to 15 or fewer as measured by the end of the 2020 School year School Profiles Report.
Person responsible for monitoring outcome	Eileen Stull (stulle@pcsb.org)
Evidence-based Strategy	Use of PBIS framework to build relationships in a family oriented culture of respect.
Rationale for Evidence-based Strategy	We have seen an increase over the past few years in referrals for disrepect. By re-establishing our school culture of being family-oriented and openly discussing what respect looks like, we will see more respectful behaviors.
Action Step	
Description	1. Create a PBIS Team 2. Revise our School-Wide Processes for recognition 3. Clarify and reinforce School-Wide Expectations 4. Implement First Annual Family Gathering Event to introduce families to our school and staff and to build a sense of school community. 5. Plan monthly Family Events 6. Monitor the type of referrals and share this data with staff and families each month 7. Book study on Restorative Circles in Schools 8. Monitor the classrooms with high referrals to determine the cause (student/teacher relationship, home issues, etc)
Person Responsible	Eileen Stull (stulle@pcsb.org)

#7	
Title	Attendance
Rationale	Our current attendance rate is 94%. Our goal is to have an attendance rate of 98%

State the measureable outcome the school plans to achieve	The percent of students absent for 10% or more of the school year will decrease from 21% to 10% or less as evidenced by School Profiles.
Person responsible for monitoring outcome	Eileen Stull (stulle@pcsb.org)
Evidence-based Strategy	Using the PBIS framework to recognize students with on-time attendance.
Rationale for Evidence-based Strategy	in the past 4 years our percentage of students missing 10% or more of school has increased from 17% to 21%. 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. Monitor Student Absenteeism through the Child Study Team and make personal phone calls to parents regarding their student's attendance. 2. Have random drawings in classrooms of students who are in attendance that day (Administrators will do this) 3. Add a monthly recognition of students with perfect attendance each month to our monthly Assembly 4. Add signs to our car circle/patio to remind parents of school times. 5. Implement a system for parents to have to sign in their students when they arrive late. 6. Enforce a policy of no early release of students the last 30 minutes of the day.
Person Responsible	Eileen Stull (stulle@pcsb.org)

#8	
Title	Family Engagement
Rationale	Our average attendance for Families at school events is 50-60 families as measured by our sign in sheets. This is a participation rate of 15%.

State the measureable outcome the school plans to achieve	The percent of families participating in school events will increase from 15% to 30% or higher as measured by parent sign in sheets during the 19/20 school year
Person responsible for monitoring outcome	Katherine Wickett (wickettk@pcsb.org)
Evidence-based Strategy	Have at least 1 Family event each month. These will be connected to workshops that help parents understand and support student learning, student performances, building our school community and our PTA/SAC meetings. Food will be provided at curriculum related events to help families attend the events.
Rationale for Evidence-based Strategy	While we have always seen good attendance at student performances, we typically do not have good participation at curriculum based events. We are providing food at curriculum events, since we have seen better attendance at events where we provide a meal. We are starting off with a Family Gathering before school starts to help families build connections with other families and staff before school.

Action Step	
Description	1. Plan, advertise and hold Family Gathering event on August 10, 2019. 2. Plan, advertise and hold monthly Family events - connected with PTA/SAC and Title 1. 3. Invite families to school events via newsletter, phone calls home and marquee messages. 4. Translate written messages home in Spanish and Vietnamese. 5. Weekly phone message and email to families about upcoming events (emails translated in Spanish and Vietnamese)
Person Responsible	Katherine Wickett (wickettk@pcsb.org)

#9	
Title	Healthy Schools
Rationale	Our current level of performance is 5 out of 6 modules in Alliance for Healthier Generation's Schools Program Assessment (Silver Level)
State the measureable outcome the school plans to achieve	We expect our performance level to be 6 out of 6 modules by May 2020 as measured by the Alliance for Healthier Generation's Schools Program Assessment (Gold Level)
Person responsible for monitoring outcome	Katherine Wickett (wickettk@pcsb.org)
Evidence-based Strategy	Recruit parents/community members to be part of our Healthy School Team to give us a broader perspective and to get input/resources outside of our school.
Rationale for Evidence-based Strategy	When working on the Healthy Schools Program Assessment, there are areas to increase our score in modules by having parents/community members on our committee. We are looking for additional ways to involve parents in our school and this may be a way to involve some new parents.
Action Step	
Description	1. Assemble Healthy School Team. 2. Principal will personally invite parents/community members to be part of this team. 3. Complete the Healthy Schools Program Assessment 4. Attend district-supported professional development 5. Provide Health related activities for staff throughout the year. 6. Provide Running Club 3 times per week before school to promote heart health and involve parents.
Person Responsible	Katherine Wickett (wickettk@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 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

Cross Bayou will start the year with a Family Gathering to welcome all families to CBE on Saturday, August 10.
Will will host at least 1 monthly parent events (curriculum support, performance or fun family event) each month.
We communicate with families through our daily agenda books (2-way communication), weekly phone message that includes school information for the upcoming week, quarterly newsletter and our website. All of our written communication (including the emails of the weekly phone message) is translated into Spanish and Vietnamese.

We also have our Title 1 Annual Meeting in which we will share with parents our Title 1 plan, resources available and what it means to be a Title 1 School. This will include reviewing our Title 1 Compact with lays out expectations for students as well as what support teachers and parents will give to help all their students succeed.

> **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

Our Guidance Counselor will be providing a comprehensive Guidance Program, which includes classroom guidance lessons, small group lessons based on specific needs of students and individual counseling as needed.

Members of our Students Services team (Social Worker and Psychologist) will provide support for students and families as needed.

Cross Bayou is implementing Restorative Practice strategies, with an emphasis on circles to help students process emotions.

We have the following community supports for our families:
Pack a Snack Program
Free Breakfast and Lunch for all students
Free Dinner for those in aftercare at CBE or Extended Learning/Enrichment at CBE
Cothes to Kids Referrals

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

For incoming cohorts we provide:
Annual Kindergarten Transition Meeting (Ready, Set Kindergarten) in January so parents can find out about the typical Kindergarten day and the curriculum, tour the school, meet our teachers, receive strategies to help prepare their child for Kindergarten and start the registration process.

During the year, all new students to CBE have a First Friend from their class to introduce them to staff members and help them learn school and classroom processes.

Families that are considering attending CBE are able to take a tour with an administrator, who can answer questions about our school.

For outgoing cohorts we provide:
Our guidance counselor sets up Middle School Meetings for parents/students and our feeder Middle School Counselors to learn about the school they will be attending, ask questions and enroll in elective courses during 2nd semester.

5th grade families also receiving information on Middle School Discovery Nights and the Application Options/Processes for Magnet Programs.

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

Our SBLT meets twice a month to review at school-wide data, ensure alignment of curriculum based on walk-through and ISM visit feedback and work together on solving school-wide issues that arise.

Our MTSS team meets twice a month to review OPM data, adjust interventions as needed based on data works through the RtI process with staff and parents.

Our Administrative team meets twice a month with grade levels for PLC's to review data, work on curriculum issues, review student work and problem solve issues.

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

Our Family and Community Liaison works with business partners to continue positive relationships and will be focusing on recruiting mentors for our students.

Part V: Budget

1	III.A	Areas of Focus: ELA Proficiency				$12,604.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	140-Substitute Teachers	0811 - Cross Bayou Elementary School	Title, I Part A		$3,900.00
			Notes: subs for TDE's			
	5100	612-Library Books for Existing Libraries	0811 - Cross Bayou Elementary School	Title, I Part A		$8,704.00
			Notes: books for classroom libraries			
2	III.A	Areas of Focus: Math Proficiency				$3,900.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	140-Substitute Teachers	0811 - Cross Bayou Elementary School	Title, I Part A		$3,900.00
			Notes: subs for TDE's			
3	**III.A**	**Areas of Focus: Science Proficiency**				**$0.00**
4	**III.A**	**Areas of Focus: Bridging the Gap**				**$1,825.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	500-Materials and Supplies	0811 - Cross Bayou Elementary School	School Improvement Funds		$1,825.00
			Notes: To purchase Culturally Relevant Texts			
5	**III.A**	**Areas of Focus: SWD - ESSA**				**$0.00**
6	**III.A**	**Areas of Focus: School Climate/Conditions for Learning**				**$0.00**
7	**III.A**	**Areas of Focus: Attendance**				**$0.00**
8	**III.A**	**Areas of Focus: Family Engagement**				**$0.00**
9	**III.A**	**Areas of Focus: Healthy Schools**				**$0.00**
					Total:	**$18,329.00**