

Pinellas County Schools

Gulf Beaches Elementary Magnet



2019-20 School Improvement Plan

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Gulf Beaches Elementary Magnet School

8600 BOCA CIEGA DR, St. Petersburg, FL 33706

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

Demographics

Principal: Robert Kalach

Start Date for this Principal: 7/9/2019

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)	33%
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 Multiracial Students Students With Disabilities White Students
School Grade	2018-19: A
School Grades History	2017-18: B 2016-17: B 2015-16: B 2014-15: A 2013-14:
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

To educate and prepare each student for college, career, and life

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
Baker, Natalie	Instructional Coach
Instructional Coach	
Kalach, Robert	Principal
Principal	
Stall, Robert	Teacher, K-12
Teacher, K-12	
Sacino, Roseann	Teacher, K-12
Teacher, K-12	
Black, Jillian	Teacher, K-12
Teacher, K-12	
Steiner, Emily	Teacher, K-12
Teacher, K-12	
Suerte, Eliza	Teacher, K-12
Teacher, K-12	
Carney, Mitchell	Instructional Technology
Instructional Technology	
Dave, Francesca	Teacher, K-12
Teacher, K-12	
Owens, Alexandra	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	54	54	54	53	59	66	0	0	0	0	0	0	0	340
Attendance below 90 percent	0	5	1	8	5	5	0	0	0	0	0	0	0	24
One or more suspensions	1	0	1	2	3	0	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	0	4	8	0	0	0	0	0	0	0	12

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

The number of students identified as retainees:

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

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

22

Date this data was collected or last updated

Monday 7/22/2019

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	7	4	10	4	5	9	0	0	0	0	0	0	0	39
One or more suspensions	0	0	1	2	4	3	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	3	7	14	0	0	0	0	0	0	0	24

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	0	4	0	0	0	0	0	0	0	6

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	72%	54%	57%	60%	50%	56%
ELA Learning Gains	72%	59%	58%	43%	47%	55%
ELA Lowest 25th Percentile	68%	54%	53%	35%	40%	48%
Math Achievement	78%	61%	63%	75%	61%	62%
Math Learning Gains	68%	61%	62%	64%	56%	59%
Math Lowest 25th Percentile	55%	48%	51%	39%	42%	47%
Science Achievement	62%	53%	53%	65%	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	54 (0)	54 (0)	54 (0)	53 (0)	59 (0)	66 (0)	340 (0)
Attendance below 90 percent	0 ()	5 ()	1 ()	8 ()	5 ()	5 ()	24 (0)
One or more suspensions	1 ()	0 (0)	1 (0)	2 (0)	3 (0)	0 (0)	7 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	1 (0)	0 (0)	1 (0)	2 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)	4 (0)	8 (0)	12 (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	82%	56%	26%	58%	24%
	2018	75%	53%	22%	57%	18%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	74%	56%	18%	58%	16%
	2018	47%	51%	-4%	56%	-9%
Same Grade Comparison		27%				
Cohort Comparison		-1%				
05	2019	63%	54%	9%	56%	7%
	2018	51%	50%	1%	55%	-4%
Same Grade Comparison		12%				
Cohort Comparison		16%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	76%	62%	14%	62%	14%
	2018	87%	62%	25%	62%	25%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2019	86%	64%	22%	64%	22%
	2018	69%	62%	7%	62%	7%
Same Grade Comparison		17%				
Cohort Comparison		-1%				
05	2019	71%	60%	11%	60%	11%
	2018	65%	61%	4%	61%	4%
Same Grade Comparison		6%				
Cohort Comparison		2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	61%	54%	7%	53%	8%
	2018	65%	57%	8%	55%	10%
Same Grade Comparison		-4%				
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	37	64		37	50	50					
BLK	27			55							

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

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	31	38		19	31						
BLK	33	30		42	60						
HSP	63	40		80							
WHT	63	46	33	78	63	35	66				
FRL	51	42	33	65	62	38	50				

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	68
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	475
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	41
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	69
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	75
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	70
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	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO

Economically Disadvantaged Students

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

L25 mathematics, it is showing in 4th/5th grades. Factors are that our students in that category are not receiving an effective instructional match that promotes their ability to master and achieve the points needed for a learning gain

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

3rd grade math- fell as a whole. Thrid grade groups instruction did not match what they needed and there was a disconnect between what they needed and what we provided instruction wise to push students to make the gains and points needed for a positive learning gain.

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

5th grade ELA The gap shows that we have exceeded the state in all areas but the closest gap from the state is 5th grade ELA with a gap of 7. State 56 GB 63 This is due to our continued coloborative working structure wihin grade levels, continued work with PBL projects, as well as better monitoring processes and procedures among all students.

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

4th grade ELA
Monitoring process and procedures were put in to place with better fidelity

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

Attendance regarding the percentage of students missing school 10% or more of the time. In the 2017/18 school year there were 39 students in this category and in the 2018/19 school year we had 24 students. Although this represents a significant reduction in the overall number of students from the previous year, it still represents our greatest area of concern.

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

1. With our upward trending of data in all subject areas our priority is to meet a goal of 80% or high for all students meeting or exceeding proficiency

2. Maintain PD that supports the instructional match of standards for all students
3. Ongoing Data monitoring of student achievement to insure targets adjustment of targeted instruction that supports students learning gains

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Math Proficiency
Rationale	Our current level of performance is 78% proficiency, as evidenced by FSA data. We expect our performance level to increase to 80% or above by the spring administration of FSA. The problem/gap is occurring because only 55% of our L25 students are making a learning gain. If the percentage of those L25 were to increase by 25% then all students would be at 80% proficiency.
State the measureable outcome the school plans to achieve	The percentage of all over students including L25 will achieve math proficiency at a rate of 80% or above by the spring FSA.
Person responsible for monitoring outcome	Francesca Dave (davef@pcsb.org)
Evidence-based Strategy	Utilize Ready Math and Dream Box new adoption with all instructional staff attending PD for the purpose of effective lesson planning and monitoring of student achievement Math Teacher Leader Cohort to provide continuous support and training to staff members Number Routines to be used a daily instruction to deepen the thinking of students
Rationale for Evidence-based Strategy	If the above strategies are utilized and practiced with fidelity among all staff and instruction leaders then our goal of 80% of all student proficiency school wide.
Action Step	
Description	1. Provide PD training through Math Leaders, Ready Classroom and Dreambox Reps 2. Weekly PLCs with the utilization of Ready Classroom PLC structure to develop and analyze to support planning of instruction - unit quizzes, digital comprehension checks 3. Data monitoring through RTI/MTSS process and procedures
Person Responsible	Francesca Dave (davef@pcsb.org)

#2	
Title	ELA Proficiency
Rationale	Our current level of performance is 72% proficiency, as evidenced by FSA data. We expect our performance level to increase to 80% or above by the spring administration of FSA. The problem/gap is occurring because only 68% of our L25 students are making a learning gain. If the percentage of those L25 were to increase by 12% then all students would be at 80% proficiency.
State the measureable outcome the school plans to achieve	The percentage of all over students including L25 will achieve ELA proficiency at a rate of 80% or above by the spring FSA.
Person responsible for monitoring outcome	Roseann Sacino (sacinor@pcsb.org)
Evidence-based Strategy	Standards based lesson planning with rigor Effective teacher/student questioning strategies Effective teacher planning for instructional differentiation/scaffolding Utilization of reading and writing rubrics for students and instructional teacher across grade level.
Rationale for Evidence-based Strategy	If the above strategies are utilized and practiced with fidelity among all staff and instruction leaders then our goal of 80% of all student proficiency school wide.
Action Step	
Description	1. Provide PD training 2. Weekly PLCs with the support of curriculum specialist/coaches 3. Data monitoring through RTI/MTSS process and procedures 4. Effective follow through with resources and documentation after RTI processes and procedures have been recognized and implemented. 5. Effective planning and implementation of specific best practices for differentiation based on data - small group targeted instruction
Person Responsible	Roseann Sacino (sacinor@pcsb.org)

#3	
Title	Family and Community Engagement
Rationale	GBEMS had over 7000 hours of volunteers for the 2018/2019 school year, our goal this year is to increase the volunteer hours provided to over 8000 for the 2019/2020 school year.
State the measureable outcome the school plans to achieve	Measurable outcomes will be achieved by: Increasing the Number of Level 1 volunteers Increasing the Number of Level 2 volunteers Increasing the Number of PTA members (Staff and Families) Increasing the Number of Volunteer Hours logged in through PCSB website.
Person responsible for monitoring outcome	Roseann Sacino (sacinor@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	<ol style="list-style-type: none"> 1. Effectively communicating with families about their students' progress and school processes/practices, creates closer inclusion of the families to support their child's education 2. Providing academic tools to families in support of their students' achievement at home illustrates the caring environment that GBEMS supplies for overall student success and achievement. 3. Purposefully involving families with opportunities for them to advocate for their students indicates open communication between staff and families. This provides our staff to see inside the family dynamics which makes each student unique. 4. Intentionally building positive relationships with families and community partners, provides a school community that provides resources, volunteer support, and overall encouragement for all staff, families and community partners to engage in the betterment of our students and school community.
Action Step	
Description	<ol style="list-style-type: none"> 1. Maintain School Website <ul style="list-style-type: none"> • Distribute Monthly School Newsletter (Jawsome Journal) • Classroom Newsletters • Parent Connect Voice Messages • Discovery and STEAM Nights • Growing Greatness Wall academic achievement • Parent conferences and open lines of communication between families, teachers and administration

2. Issue One to One iPads or laptop computers to all students
 - Parent iPad/Laptop training
 - Parent Nights- discovery, STEAM, and FSA nights
3. Support PTA Membership and Attend events
 - Host Student Led Conference/STEAM Nights each semester
4. Implement a PCS Volunteer recruitment drive
 - FINSS Committee (school-based)
 - * PTA Board and Members (Includes staff and family members)

Person Responsible Roseann Sacino (sacinor@pcsb.org)

#4

Title Science

Rationale Our current level of performance is 62% proficiency, as evidenced by SSA data. We expect our performance level to increase to 80% or above by the spring administration of SSA

State the measureable outcome the school plans to achieve

The percentage of all over students will achieve Science proficiency at a rate of 80% or above by the spring SSA.

Person responsible for monitoring outcome

Robert Stall (stallr@pcsb.org)

Evidence-based Strategy

Utilize systemic documents to effectively plan for science units that incorporate the 1-70-20 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 to the 1st -5th grade standards.

Develop, implement and monitor a data driven 5th grade standards review plan using the 3rd and 4th grade Diagnostic assessment

Rationale for Evidence-based Strategy

If the above strategies are utilized and practiced with fidelity among all staff and instruction leaders then our goal of 80% for Science based on SSA will be achieved.

Action Step

Description

1. Provide PD training
2. Weekly PLCs with the support of curriculum specialist/coaches
3. Data monitoring through RTI/MTSS process and procedures

Person Responsible

Robert Stall (stallr@pcsb.org)

#5	
Title	Bridging the GAP
Rationale	We at Gulf Beaches believe that all students will and can achieve at high levels with incorporating Restorative Practices, Social Emotional Learning, and Equity practices throughout the school climate and culture. Currently our African American students have a proficiency of 41% our goal for 2019/2020 is to have a proficiency of 80%.
State the measureable outcome the school plans to achieve	African American students profiecnecy is at 41% for the 2018/2019 school year. By the end of the 2019/2020 school year 80% of African American students will have a proficiency.
Person responsible for monitoring outcome	Jillian Black (blackji@pcsb.org)
Evidence-based Strategy	Restorative Practices Social Emotional Learning Equity Champions/AVID strategies
Rationale for Evidence-based Strategy	Ensure that all students are successful academically and behaviorally
Action Step	
Description	<ol style="list-style-type: none"> 1. Continued training for Restorative Practices 2. Broaden the knowledge and understanding of implementing SEL through instructional practices 3. Explore AVID strategies to implement throughout instruction 4. Continued Equity PD and Culturally Relevant strategy PD 5. Continue to provide Mentors for all African American students 6. Invite all African American Students to attend ELP, with a follow up contact from administration to help provided resources to those that can not attend.
Person Responsible	Jillian Black (blackji@pcsb.org)

#6	
Title	School Climate/Conditions for Learning
Rationale	As a district application GBEMS focuses on stakeholder involvement and empowerment.
State the measureable outcome the school plans to achieve	Continue with and increasing stakeholder involvement; through PTA, SAC, Volunteers, Mentors and school partnerships/business
Person responsible for monitoring outcome	Mitchell Carney (carneym@pcsb.org)
Evidence-based Strategy	<p>School Website Peachjar Community Liaison PTA school events PTA school approved website Classroom Advocates and Volunteers Maintain and increase stakeholder involvement</p> <p>Providing resources through technology allow us to be communicate important events, meetings, and resources that 100% of our families can utilize.</p> <p>Increasing our classroom advocates and volunteers provides an excellent extension of needed resources requested by staff and administration.</p>
Action Step	
Description	<p>Continued Equity PD and Culturally Relevant strategy PD Continue to provide Mentors for all African American students Invite all African American Students to attend ELP, with a follow up contact from administration to help provided resources to those that can not attend.</p> <p>School Website Peachjar Community Liaison PTA school events PTA school approved website</p>
Person Responsible	Mitchell Carney (carneym@pcsb.org)

#7

Title	Attendance
Rationale	Based on 2018/2019 school year, of the 180 days 39 students were absent 10% or more (only 1% missed 20% or more). Our current rate of attendance is 95.5% of students attending 90% of the time. For the 2019/2020 school year we would expect our attendance rate to be at 98%.
State the measureable outcome the school plans to achieve	If we continue to educate parents and students on our districts Attend today Achieve tomorrow initiative and match the appropriate supports our attendance will increase.
Person responsible for monitoring outcome	Natalie Baker (bakerna@pcsb.org)
Evidence-based Strategy	Conduct bi-monthly child study teams District support Social Worker involvement
Rationale for Evidence-based Strategy	To increase students over all attendance to maintain student achievement
Action Step	
Description	CST- Process to begin with the classroom teacher District Support Education for parents regarding attendance - PTA
Person Responsible	Natalie Baker (bakerna@pcsb.org)

#8	
Title	Healthy Schools
Rationale	We believe in promoting healthy habits and lifestyles for all children
State the measureable outcome the school plans to achieve	By the end of April 2020, GBEMS will gain Bronze status through Healthy Generation and Fitness Grams. Students will increase and promote their desire to live healthy lifestyles and gain knowledge of making healthy, appropriate habits and choices.
Person responsible for monitoring outcome	Robert Ferguson (fergusonr@pcsb.org)
Evidence-based Strategy	Physical education will follow districts well rounded curriculum that is age and grade appropriate for students. Daily scheduled recess for all students Before and after school extracurricular clubs (RUN club, green club, PE club, etc) Fitness Gram Healthy Generations School application
Rationale for Evidence-based Strategy	Goal is to create a healthy living environment for future generations
Action Step	
Description	Physical education will follow districts well rounded curriculum that is age and grade appropriate for students. Daily scheduled recess for all students Before and after school extracurricular clubs (RUN club, green club, PE club, etc) Fitness Gram Healthy Generation Application
Person Responsible	Robert Ferguson (fergusonr@pcsb.org)

#9	
Title	STEM/STEAM Initiatives
Rationale	As a Center of Innovation and Digital Learning Magnet Program, will maintain and continue to seek to provide students and staff with the opportunity to participate in the combined disciplines of Science, Technology, Engineering, Arts, and Mathematics.
State the measureable outcome the school plans to achieve	Increase and revise for improvement the Project Based Learning (PBL) Units of study and the number of students currently enrolled in the STEM/STEAM units of instruction and before/after school Clubs.
Person responsible for monitoring outcome	Robert Stall (stallr@pcsb.org)
Evidence-based Strategy	Develop Project Based Learning (PBL) Units of study Establish STEM/STEAM Clubs that serve every grade level Each Club provides a planned and aligned content that promotes student engagement
Rationale for Evidence-based Strategy	Students will engage in the interdisciplinary exploration and discovery offered by the STEAM/STEAM Clubs. Additionally, students will present/defend their projects and reflect upon their learning experiences as a culminating task (School Based EXPO/Student Led Conference Events held each semester or other such events as the made available).
Action Step	
Description	1. Provide P.D. to support STEAM/STEAM instruction 2. Schedule and Organize Clubs 3. Identify and provide materials and resources that support PBL Units of Study
Person Responsible	Mitchell Carney (carneym@pcsb.org)

#10	
Title	IC3 SPark - Industry Instruction and Certification
Rationale	Consistent with our school's magnet theme of Innovation and Digital Learning, we will offer identified student the opportunity to apply and explore real world application of technology and obtain certification utilizing the IC3 Spark curriculum.
State the measureable outcome the school plans to achieve	100% of Instructional Staff and identified students participate in the IC3 Spark curriculum and successfully achieve the industry certification.
Person responsible for monitoring outcome	Mitchell Carney (carneym@pcsb.org)
Evidence-based Strategy	IC3 Spark Curriculum and Assessments
Rationale for Evidence-based Strategy	IC3 Spark curriculum and assessment is recognized and supported by the district's Career and Technical Education Department.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide PD for Instruction Staff 2. Schedule and organize the identification of students to form the class 3. Secure Assessment Vouchers for Certification Exam
Person Responsible	[no one identified]

#11	
Title	Parent/Guardian, Student, and Instructional Staff Magnet Agreement
Rationale	As a District Application Program (DAP), GBEMs requires and expressed commitment agreement as a requisite of enrollment, attendance, and employment as approved by the school board approved.
State the measureable outcome the school plans to achieve	100% of all Parents/Guardians, Students, and Instructional Staff will agree to the terms and commitments of the DAP, PCS Forms 2-2882 and 3-3186.
Person responsible for monitoring outcome	Robert Kalach (kalachr@pcsb.org)
Evidence-based Strategy	Abide by the elements of commitment contained within the PCS Forms: 2-2882 and 3-3186
Rationale for Evidence-based Strategy	As a DAP, our magnet school requires the consistent participation of and commitment of all stakeholders in order to ensure the greatest success and achievement stated in our school mission.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide PCS forms: 2-2882 and 3-3186 2. Communicate Agreement and promote elements to the applicable stakeholder groups 3. Convene Intervention Committee (I/C) for Parents/Guardians and Students to support the DAP Agreement Elements 4. Convene Administrative Conference for Instructional Staff to support the DAP Instructional Staff Essential Agreement
Person Responsible	[no one identified]

#12	
Title	Gifted Identification Screening and Support
Rationale	As a DAP, GBEMs seeks to meet the academic and behavioral needs of all students by promoting the identification process and supporting Instructional Staff in the best practices of instruction for Gifted and Talented students.
State the measureable outcome the school plans to achieve	100% of Kindergarten students enrolled will be given access to the universal screening instrument identified by PCS. State average for gifted students scoring a Level 4 or Level 5 for the state is 82%, Our goal for GBEMS is 85% of students receiving a Level 4 or Level 5 by end of the year 2020. Our current Levels of 4/5 for ELA is 78.2% and for Math 80%.
Person responsible for monitoring outcome	Natalie Baker (bakerna@pcsb.org)
Evidence-based Strategy	Implement early identification screenings to efficiently evaluate and place all students qualifying for Gifted Instruction. Explore and secure P.D. for Instructional Staff in Gifted Micro Credentialing.
Rationale for Evidence-based Strategy	Early identification for Gifted and Talented students provides and opportunity to enhance student learning engagement and placement for qualifying students. Micro credentialing will additionally support the large population of gifted and talented students currently enrolled across all grade levels.
Action Step	
Description	1. Secure the Universal Screening Instrument 2. Schedule the administration and scoring of the universal screening 3. Utilize District Resources to Explore and Secure Gifted Micro Credentialing
Person Responsible	Robert Kalach (kalachr@pcsb.org)

#13	
Title	ESSA Goal- ESE
Rationale	In order for student achievement to continue our goal for L25 in all ESSSA subgroups is to increase the proficiency to 51% or better.
State the measureable outcome the school plans to achieve	GBEMS ESSA subgroup for ESE students in ELA and Math is currently 37% proficiency, our goal is to increase the proficiency for this subgroup to 51% or better
Person responsible for monitoring outcome	Maureen Hallet (halletm@pcsb.org)
Evidence-based Strategy	IEP goals will be aligned to support students with standards based grade level expectations to ensure student proficiency and learning gains.
Rationale for Evidence-based Strategy	Current data states taht only 37% of our ESSA ESE subgroup is meeting proficiency in ELA and Math.
Action Step	
Description	IEP alignment training/PD offered by the district Teacher/ESE collaboration planning Continued data analysis of students to match instructional strategies that will match the needs and provide differentiation for students that will improve opportunity for gains.
Person Responsible	Maureen Hallet (halletm@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

n/a

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

n/a

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

n/a

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

n/a

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

n/a

Part V: Budget

1	III.A	Areas of Focus: Math Proficiency				\$0.00
2	III.A	Areas of Focus: ELA Proficiency				\$1,760.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		140-Substitute Teachers	6311 - Gulf Beaches Elementary Magnet School	School Improvement Funds		\$1,760.00
			Notes: TDEs for all Professional Development in ELA, Mathematics, and Science.			
3	III.A	Areas of Focus: Family and Community Engagement				\$0.00
4	III.A	Areas of Focus: Science				\$0.00
5	III.A	Areas of Focus: Bridging the GAP				\$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: Healthy Schools				\$0.00
9	III.A	Areas of Focus: STEM/STEAM Initiatives				\$0.00
10	III.A	Areas of Focus: IC3 SPark - Industry Instruction and Certification				\$0.00

11	III.A	Areas of Focus: Parent/Guardian, Student, and Instructional Staff Magnet Agreement	\$0.00
12	III.A	Areas of Focus: Gifted Identification Screening and Support	\$0.00
13	III.A	Areas of Focus: ESSA Goal- ESE	\$0.00
Total:			\$1,760.00