

Pinellas County Schools

Bay Vista Fundamental Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Bay Vista Fundamental Elementary School

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Hall, Donna	Principal	
Flint, Jessica	Other	

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

SIP Teams are created for each goal which are led by a Goal Manager(s). Each Spring, Goal Managers collaborate with their SIP Team over several working sessions to draft action steps to support our goals for the upcoming school year. Goal Managers and administration collaborate over the summer months to draft the SIP. In August, the SIP is shared with SAC for any additional input and for approval before it is finally submitted that month.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

SIP Goal managers meet with SIP Teams quarterly to monitor the implementation of action steps and their effectiveness toward school goals. If action steps have not been implemented, the team creates a plan for implementation. The SIP Teams complete a reflection and evaluate the specific action steps related to their goal to provide feedback that is shared with administration and the School Based Leadership Team (SBLT). Administration and the SBLT work collaboratively to determine the next steps to support progress toward our goals and to closing achievement gaps for all students. Progress is also shared with SAC the second semester through our State of the School presentation.

Demographic Data

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	60%
2022-23 Economically Disadvantaged (FRL) Rate	50%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	13	14	8	8	9	11	0	0	0	63	
One or more suspensions	0	2	5	2	2	3	0	0	0	14	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	12	13	9	0	0	0	34	
Level 1 on statewide Math assessment	0	0	0	9	15	11	0	0	0	35	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	12	13	9	0	0	0	34	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	0	1	1	0	0	0	3

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	18	12	15	14	15	19	0	0	0	93	
One or more suspensions	0	0	0	0	0	2	0	0	0	2	
Course failure in ELA	0	1	5	1	1	2	0	0	0	10	
Course failure in Math	0	2	4	2	8	1	0	0	0	17	
Level 1 on statewide ELA assessment	0	0	0	12	7	4	0	0	0	23	
Level 1 on statewide Math assessment	0	0	0	9	8	9	0	0	0	26	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	1	12	7	4	0	0	0	24	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	2	7	6	8	8	0	0	0	32

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	18	12	15	14	15	19	0	0	0	93	
One or more suspensions	0	0	0	0	0	2	0	0	0	2	
Course failure in ELA	0	1	5	1	1	2	0	0	0	10	
Course failure in Math	0	2	4	2	8	1	0	0	0	17	
Level 1 on statewide ELA assessment	0	0	0	12	7	4	0	0	0	23	
Level 1 on statewide Math assessment	0	0	0	9	8	9	0	0	0	26	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	1	12	7	4	0	0	0	24	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	2	7	6	8	8	0	0	0	32

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	69	55	56	68	54	57
ELA Learning Gains	76	62	61	75	59	58
ELA Lowest 25th Percentile	52	55	52	67	54	53
Math Achievement*	70	62	60	74	61	63
Math Learning Gains	72	65	64	70	61	62
Math Lowest 25th Percentile	51	54	55	54	48	51

Accountability Component	2022			2019		
	School	District	State	School	District	State
Science Achievement*	60	57	51	61	53	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	450
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	65			
ELL				
AMI				
ASN	90			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
BLK	53			
HSP	76			
MUL	82			
PAC				
WHT	83			
FRL	52			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	69	76	52	70	72	51	60					
SWD	59	79		52	71							
ELL												
AMI												
ASN	90			90								
BLK	50	63	55	50	61	52	43					
HSP	79	75		70	80							
MUL	73			90								
PAC												
WHT	83	90		87	78		78					
FRL	53	58	50	53	58	50	43					

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	62	59	46	64	50	24	56					
SWD	35	47	54	38	24	31	12					
ELL												

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	42	44	38	50	46		43					
HSP	76			68	70		70					
MUL	58			46								
PAC												
WHT	80	66		78	46	9	67					
FRL	43	51	41	46	41	25	41					

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	68	75	67	74	70	54	61					
SWD	24	59	60	36	47	40						
ELL												
AMI												
ASN												
BLK	55	63	60	64	64	50	31					
HSP	73	72		74	89							
MUL												
PAC												
WHT	78	86	81	81	68	55	82					
FRL	53	63	61	66	66	57	32					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
05	2023 - Spring	77%	57%	20%	54%	23%
04	2023 - Spring	66%	58%	8%	58%	8%
03	2023 - Spring	62%	53%	9%	50%	12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	78%	62%	16%	59%	19%
04	2023 - Spring	68%	66%	2%	61%	7%
05	2023 - Spring	78%	61%	17%	55%	23%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	79%	60%	19%	51%	28%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school 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 ELA data showed a 1% decline overall with a proficiency of 68% compared to 69% in 2022. This equates to the following proficiency levels across assessed grade levels: 3rd grade-63%, 4th grade-66%, 5th grade-76%. While this is an overall decrease compared to our 2022 data, it is important to note that we closely sustained our previous year's proficiency rate with a new assessment tool (FAST vs. FSA) that was computer-based and that also did not include writing in the overall ELA proficiency score. Considering those contributing factors, our decrease indicates that while we did not increase the overall proficiency rate, it suggests strong and consistent reading instruction. It also indicates that with a continued focus of providing instruction that meets the full depths of the B.E.S.T. Standards, the inclusion of writing in the upcoming FAST assessment will increase our score to move closer to our goal of 80%.

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

As stated in Item 1, our greatest decline from the previous year occurred in ELA with a 1% decrease. Disaggregation of the FAST ELA data by grade level demonstrates that while we saw a decrease overall (69% via FAST vs. 68% via FAST), the 2023 cohort of 4th graders performed at 59% ELA proficiency on

FSAT and increased their proficiency by 7% to 66% on FAST. The 2023 cohort of 5th graders performed at 77% ELA proficiency on FSA (which included the writing portion) and decreased their proficiency percentage by 1% to 76% on FAST. While there is a 1% overall decrease in proficiency among the tested grades, there is still much to celebrate considering that our fourth graders did increase by 7%, and our fifth graders were close to sustaining their 2022 proficiency without the inclusion of the writing portion. Additionally, moving to a computer-based platform was an adjustment for our students which should be considered as a factor that contributed to the overall 2023 performance.

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.

Grade 5 SSA proficiency is 79% compared to the state proficiency of 51% which is a gap of 28%. While we typically have a positive gap among our SSA performance compared to the state, this is a significant increase compared to our 2022 results. The factor that contributed most to this significant increase/gap is the consistent implementation of a Walk-to-Science intervention in fifth grade. Data was disaggregated and students were grouped by their lowest performed standards as evidenced by the district diagnostic assessment and Mock SSA to participate in hands-on activities targeting those specific standards. Additional focus was placed on the 60 science power words across all classrooms. Trends among fifth grade students often demonstrate a correlation among ELA performance and science performance. Our students' performance aligns to this trend, but without our focus on the Walk-to-Science and power words, our proficiency rates would not have been as substantial.

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

Our 2023 Science proficiency on the SSA at 79% was by far our greatest improvement compared to the 2022 proficiency of 60%. As stated in Item 3, we took a different approach to our Walk-to-Science during the 22/23 school year. The disaggregation of data and groupings of students was more intentional and targeted than the previous year. Exit tickets to monitor progress were utilized with fidelity to track student growth among deficient standards. Groups were fluid and adjusted as needed in response to exit data. In addition, the attention to detail around the presentation of science standards and collaboration by the fifth-grade team was crucial in the success of our Walk-to-Science Intervention. Likewise, the focus on the science power words was effective in building fluency among the students understanding of the vocabulary as applied to the real world.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the EWS data, our greatest area of concern is addressing and supporting students/families with excessive absenteeism, particularly those in excess of 10%. Our Child Study Team (CST) meets bi-weekly to monitor students with excessive absences and to also look for trends over school years. We conference with parents to identify barriers and offer solutions to promote stronger attendance patterns. As a school that does not offer transportation, it is important that parents make the commitment to support student attendance and timeliness each day.

A secondary area not included in the EWS section but is a primary focus for Bay Vista is related to behavior infractions. As a fundamental school, we write Infractions for undesirable behavior that does not rise to the level of an office discipline referral and is therefore not tracked through district platforms as an EWS. All infractions are monitored by administration and reviewed monthly by our School-Based Leadership Team (SBLT). Our Positive Behavior Interventions & Support (PBIS) system is strong, and we are on track to reach Gold Status as a Model PBIS School as evaluated by the Florida PBIS for the 2022/23 school year. With an increase in new families for the 23/24 school year, a renewed focus on our PBIS system will be in effect to support new families/students to be successful in the fundamental program.

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

1. Cognitively Complex Tasks aligned to benchmarks/standards-based targets that meet the full depth of the standards/benchmarks in all content areas.
2. Goal setting across all grade levels.
3. PBIS System that promotes safety, positivity, and equity where every student can feel valued, connected to the school community and supported by caring adults.
4. ELA with a focus on writing in grades 4 & 5 via a computer-based platform and ELA Pop-Up Groups
5. Walk-to-Science - Grade 5 (semester 2)

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Limiting the number of opportunities for families to earn meeting credit through attendance/volunteering causes an increase of families referred to IAC. If families have an increased stake in the school community as a whole, then trust and willingness to participate will be evident. This can be accomplished by offering more family engagement/volunteer opportunities that also meet fundamental meeting requirements.

Measurable Outcome:

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

The percentage of parents/families referred to IAC for missed meetings will be less than 5% of our family population.

Monitoring:

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

Meeting cards, IAC Referrals

Person responsible for monitoring outcome:

Donna Hall (halldonn@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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.
5. Provide multiple opportunities monthly to engage families through school functions to build positive, respectful, and caring relationships between families and the school.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Families that have increased communication and opportunities within the school environment will feel a greater sense of trust and willingness to participate.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Conferences three times a year, Weekly Messages, Monthly Newsletters and Monthly Meeting/Volunteer Choices to meet fundamental meeting requirements. Ongoing family engagement initiatives to include: One School One Book (OSOB), Fall Festival/Treat Trail, Movie Night, Family Dinner Night, Grandparents Day, Popsicles in the Park, Boohoo-Woohoo

Breakfast, Volunteer Opportunities, Jaguar Jog, Color Run, Spirit Nights, Literacy Night, Science Night, Math Night, Ice Cream Social, Be My Valentine Dance, Holiday Challenges.

Person Responsible: Donna Hall (halldonn@pcsb.org)

By When: Ongoing through May, 2024.

2. Provide parents/families the opportunity to attend join organizations (PTA, SAC).

3. Utilize social media to increase communication with parents; Facebook, the school's website.

4. Develop and implement activities to build respect and trust between home and school which will include a menu of options for parents to gain Required Meeting Credit. To help families become more engaged in the school community, we will also implement family social gatherings to build relations among school staff and families.

Person Responsible: Donna Hall (halldonn@pcsb.org)

By When: Ongoing through May, 2024.

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Standards-based data (FAST and SSA) from the 22/23 school year shows students performing at 68% proficiency in ELA, 75% proficiency in Math, and 79% proficiency in Science, respectively. The gap is occurring because of inconsistency of rigorous instructional strategies and/or tasks aligned to the B.E.S.T. Standards at the appropriate taxonomy level. We expect our performance level to be 80% by 2024. If the level of rigor and frequency of cognitively complex tasks aligned with B.E.S.T. Standards occurs, student proficiency will also occur. Our current level of performance among Black students is 46% proficiency in Grades 3-5, as evidenced by 2023 FAST ELA scores. The problem/gap is occurring because 64% of our Black students in Grades 3-5 are lacking reading foundational skills required by the demands of the standards/benchmarks at their current grade level.

Measurable Outcome:

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

The percentage of students achieving proficiency in ELA will increase 12% from 68% to 80% as measured by Florida's Assessment of Student Thinking (FAST), PM3.

The percentage of students achieving proficiency in Math will increase 5% from 75% to 80% as measured by Florida's Assessment of Student Thinking (FAST), PM3.

The percentage of students achieving proficiency in Science will increase 1% from 79% to 80% as measured by the SSA.

The percentage of Black students achieving ELA proficiency will increase 34% from 46% to 80%, as measured by the Florida Assessment of Student Thinking (FAST), PM3.

Monitoring:

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

Walk-throughs with school-created content-specific walkthrough tools, Lesson Plans, District Assessments, Running Records, ISIP/Istation, Dreambox usage, Formative Assessments

Person responsible for monitoring outcome:

Donna Hall (halldonn@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Deepen understanding of the B.E.S.T. Standards/FSASS as a nonnegotiable for improving student outcomes.
2. Utilize curricular materials to create a common foundation of standards-aligned rigorous expectations for all students.
3. Monitor whole-group and small-group instruction to ensure instruction is rigorous and implemented according to evidence-based principles.
4. Develop a Professional Learning Plan that results in improved practice and better student outcomes.
5. Celebrate students' growth with regards to goal setting and academic progress to encourage the use of high-yield strategies and ensure continuous academic growth.
6. Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies and practices.

7. Ensure Black students are participating in extended learning opportunities and in extended school year programs through recruitment and targeted resources.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

If we effectively implement high-leverage strategies which support standards-based planning and instruction, rigorous student-centered instruction, differentiated instruction, culturally relevant strategies, and ongoing professional development, the percentage of students achieving proficiency will increase from 68% to 80% in ELA, 75% to 80% in Math, 79% to 80% in Science, 46% to 80% in ELA among Black students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Purposefully combine/stack standards and benchmarks to support learning so that a benchmark is spotlighted and supporting benchmarks (such as ELA Expectations/MTRs) that enhance instruction are incorporated in the lesson to meet the demands of the spotlighted benchmark.
2. Provide all students with consistent opportunities to engage in complex, grade-level content and activities related to the rigor of the standard/benchmark. These learning opportunities will be evidenced on a learning board with target/task alignment and clearly defined success criteria.
3. Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, as well as extensions/more advanced texts for students above the benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data.

Person Responsible: Donna Hall (halldonn@pcsb.org)

By When: Ongoing through May, 2024.

4. Employ instructional practices that result in an enriched student experience through students doing the work of the lesson (higher-order questioning, quick demonstration followed by practice, limiting teacher talk, high-quality feedback, opportunities to use that feedback, gradual release of responsibility model of instruction [ELA], Pop-Up ELA groups, Pinellas Problem Solving Routine, Number Routines, collaborative structures, 3-1 daily instructional routine/Ignite-Investigate-Inform, culturally responsive strategies).

5. Through ongoing data chats, implement a plan for identifying students not meeting the benchmark, including targeted instruction, and frequently monitoring progress to close gaps early to drive interventions including Walk to Read, Walk to Write (4-5), Walk to Science (5).

Person Responsible: Donna Hall (halldonn@pcsb.org)

By When: Ongoing through May, 2024.

6. Empower teacher leaders to create/sustain a culture of collaboration, feedback, and openness including ongoing professional development, teacher-to-teacher feedback, learning walks, and establishing demonstration/model classrooms at each grade level where teachers learn from and inspire one another (TDEs for fishbowl lessons at each grade level demonstration/model classrooms at each grade level where teachers learn from and inspire one another

(TDEs for fishbowl lessons at each grade level or cross-grade level that include a pre- and post-session with a specific goal in mind).

Person Responsible: Donna Hall (halldonn@pcsb.org)

By When: Ongoing through May, 2024

7. Teachers and administrators engage in Collaborative Planning across all content areas utilizing the Best Instructional Guide to Mathematics (B1G-M), PCS ELA Modules & Achievement Level Descriptions (ALDs), and PCS Science Units curriculum to support implementation of the Florida B.E.S.T. Standards/ Florida State Academic Standards for Science (FSASS). Teachers and administrators regularly engage in data/student work analysis that addresses gaps in student learning, plan for high-level engagement tasks and collaborative structures that carry the full weight of the standards to yield maximum impact on student learning.

8. Ensure feedback, professional development, and structured PLC's support the Florida B.E.S.T Standards/FSASS, is content-focused, teacher and student-focused, incorporates equitable practices and culturally responsive teaching/strategies, is instructionally relevant, actionable and promotes strong alignment between standard, target, and task.

Person Responsible: Donna Hall (halldonn@pcsb.org)

By When: Ongoing through May, 2024.

9. Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback.

10. Implement goal-setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating success.

11. Implement student-led conferences to allow students to share their academic goals and their progress with family members.

Person Responsible: Donna Hall (halldonn@pcsb.org)

By When: Ongoing through, May 2024.

12. Continue and add Tier 3 and Tier 2 support for Black students including (1) Girlfriends Club, (2) School counselor will provide lessons on bias and equity to grades 3-5 and focus groups will be established with counselor and/or social worker with Black students in any grade who are struggling with trauma, (3) Ensure Black students are participating in extended learning opportunities and in the extended year program (Summer Bridge) through recruitment and targeted resources and track the participation data for these programs.

13. Monitor Black student data to track academic progress: (1) Black student achievement data will be analyzed at cycle data chats/PLCs to identify gaps. Teachers and administration will collaboratively develop action steps to intentionally close the identified gaps using research-based strategies.

Person Responsible: Donna Hall (halldonn@pcsb.org)

By When: Ongoing through, May 2024.

#3. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our current level of behavior infractions issued for the 22/23 school year is 310. If we continue to educate students and staff on our PBIS/SWBP, Restorative Practices, and Responsive Classroom strategies, the number of behavior infractions and other disciplinary actions will lessen.

Measurable Outcome:

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

Our level of performance for the 2022/2023 school year was 310 behavior warnings/infractions. As a result of all instructional staff implementing the Responsive Classroom Approach and our PBIS/SWBP, behavior infractions will be reduced by 10% or 31 behavior infractions.

Monitoring:

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

Infraction monitoring Tool, STOIC Walkthroughs, Lesson Plans specific to PBIS & Responsive Classroom, Walkthroughs using the school-created walkthrough tool

Person responsible for monitoring outcome:

Donna Hall (halldonn@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Expectations and rules are developed and effective procedures for dealing with discipline are reinforced.
2. Expectations for students are clearly defined, taught, and reinforced through implementation of our PBIS plan.
3. Classroom and common area rules/expectations are aligned to the Guidelines for Success.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Strategies and actions are based on research and evidence-based nationally recognized programs (PBIS Restorative Practices, Responsive Classroom). The specific strategies and actions within our SIP were selected to match our school-specific needs based on our review of data.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Instructional staff will continue to implement the Responsive Classroom Approach with feedback from administration and the PBIS Team. The PBIS team will continue to provide professional development and lesson plans around teaching and re-teaching expectations.

2. PBIS Team will add to a bank of resources for teachers to use to teach/re-teach Guidelines for Success and interactive modeling for routines and processes.

3. Prior to the first day of school with students, the PBIS coordinator will use the Tier 1 Walkthrough Tool to ensure signage reflecting Guidelines for Success (expectations) is posted in common areas of school and classrooms. Subsequent walkthroughs will be conducted and followed-up upon to correct any missing or misaligned pieces and to monitor consistency.

Person Responsible: Jessica Flint (flintje@pcsb.org)

By When: Ongoing through May, 2024.

4. The Bay Vista Bucks and Store, our schoolwide system of recognition/rewards, will continue as an incentive to provide rewards to students for demonstration of the Guidelines for Success. New staff will be trained on the implementation of our PBIS program to support 90% of school members participating in the reward/recognition system which includes enrichment of student experience options.

5. Teachers will include in their Classroom Management Plan a system of recognition to celebrate student achievements, both academic and behavior, that is in addition to the school-wide system.

6. During the first week of school, teachers will work with students to create classroom rules aligned to our Guidelines for Success. This will include rewards/consequences and a class mission statement to establish a positive classroom culture that aligns with our school's mission/vision and district's core values.

Person Responsible: Jessica Flint (flintje@pcsb.org)

By When: Ongoing through May, 2024.

7. During the first six weeks of school, teachers will implement the Responsive Classroom Approach to engage in lessons on classroom expectations, common area expectations from the behavior matrix with emphasis on expectations/rules related to our Guidelines for Success.

8. By the end of the first quarter, location specific signage for Guidelines for Success will be posted in common areas around the school (cafeteria, restroom, hallways, recess).

9. Behavior infraction data will be disaggregated quarterly by student demographic to identify any disparities. SBLT will utilize data for problem-solving and share out with staff.

10. During the State of the School address second semester, SBLT will also share behavior data with SAC.

Person Responsible: Jessica Flint (flintje@pcsb.org)

By When: Ongoing through May, 2024.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The district allocates SIP funds to each school as prescribed by the legislature. Principals present to the School Advisory Council the amount of their SIP Funds, their SIP, and how the SIP funds will support the plan. The SAC reviews and votes on approval of the SIP and use of SIP funds. The SIP funds are spent in alignment with the SIP, and reviewed by the SAC throughout the year. Expenditures that deviate from the approved SIP are presented to the SAC, which votes to approve or deny the expense.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Other					\$0.00
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction					\$3,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24	
			0231 - Bay Vista Fundamental Elem.	School Improvement Funds		\$3,250.00	
			Notes: TDEs for planning in response to data.				
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System					\$0.00
Total:						\$3,250.00	

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No