Bayview Elementary School

2019-20 Schoolwide Improvement Plan

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Bayview Elementary School

3257 LAKE SHORE BLVD, Jacksonville, FL 32210

http://www.duvalschools.org/bayview

Demographics

Principal: Cla IR E St.Amand

Start Date for this Principal: 7/22/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-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 below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: C (46%) 2016-17: B (55%) 2015-16: C (41%) 2014-15: D (33%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

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

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

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.

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3257 LAKE SHORE BLVD, Jacksonville, FL 32210

http://www.duvalschools.org/bayview

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	C	B	C

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Bayview Elementary in partnership with the entire community's vision is to empower every student so that they are achieving at his or her maximum potential in an encouraging, inspiring, and challenging learning environment.

Provide the school's vision statement.

Our mission at Bayview Elementary is to establish a culturally responsive education for each student in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Beck, KaShay	Assistant Principal	1. Monitors the success of all students in the learning environment; aligns the curriculum, instruction, and assessment processes to promote effective student performance; and uses a variety of benchmarks, learning, and expectations feedback measures to ensure accountability for all participants engaged in the educational process. 2. Promotes a positive learning culture; provides an effective instructional program; and applies best practices to student learning, especially in the area of reading and other foundational skills. 3. Leads, directs, and manages operations; recruits, selects, orients, trains, coaches, counsels, and disciplines staff. Plans, monitors, appraises, and reviews staff job contributions to planning, development, delivery, follow-up, and evaluation. 4. Manages the organization, operations, facilities, and resources. Maximizes use of resources in an instructional organization. Promotes a safe, efficient, legal, and effective learning environment. 5. Collaborates with families, businesses, volunteers, and community members; responds to diverse community interests and needs; works effectively within the organization; and mobilizes community resources. 6. Collects and analyzes data for continuous school improvement. 7. Plans and implements the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities. 8. Requisitions supplies, textbooks, and equipment; conducts inventories, maintains records, and checks on receipts for such material. 9. Prepares and/or supervises the preparation of all required reporting documents, accounting procedures and budgetary expenditures relative to school operations. 10. Performs other duties as assigned.
Mathews, Veronica	School Counselor	1. Facilitates AIT meetings 2. Facilitates CPST (Tier 2 and Tier 3) 3. ESOL Coordinator; WIDA testing 4. Member of the Behavior Threat Assessment Team 5. Data-driven tier counseling services 6. Responsive counseling services; crisis intervention and response 7. Reviews records 8. ALERT training 9. Principal Designee/LEA for MRT, Speech, and ESE 10. 504 Coordinator 11. Child Safety Matters Lessons 12. Classroom Guidance 13. Character Education 14. Career activities 15. Performs other duties as assigned
Metz, Melissa	Principal	1. Monitors the success of all students in the learning environment; aligns the curriculum, instruction, and assessment processes to promote effective student performance; and uses a variety of benchmarks, learning, and expectations feedback measures to ensure accountability for all participants engaged in the educational process.

Name	Title	Job Duties and Responsibilities
		2. Promotes a positive learning culture; provides an effective instructional program; and applies best practices to student learning, especially in the area of reading and other foundational skills. 3. Leads, directs, and manages operations; recruits, selects, orients, trains, coaches, counsels, and disciplines staff. Plans, monitors, appraises, and reviews staff job contributions to planning, development, delivery, follow-up, and evaluation. 4. Manages the organization, operations, facilities, and resources. Maximizes use of resources in an instructional organization. Promotes a safe, efficient, legal, and effective learning environment. 5. Collaborates with families, businesses, volunteers, and community members; responds to diverse community interests and needs; works effectively within the organization; and mobilizes community resources. 6. Collects and analyzes data for continuous school improvement. 7. Plans and implements the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities. 8. Requisitions supplies, textbooks, and equipment; conducts inventories, maintains records, and checks on receipts for such material. 9. Prepares and/or supervises the preparation of all required reporting documents, accounting procedures and budgetary expenditures relative to school operations. 10. Performs other duties as assigned.
Shaw, Hilary	School Counselor	1. Child Safety Matters Lessons 2. Member of the Behavior Threat Assessment Team - Back Up 3. Data-driven tier counseling services 4. Responsive counseling services; crisis intervention and response 5. Reviews records 6. ALERT training 7. Principal Designee/LEA for Speech and ESE 8. WIDA 9. Gifted Coordinator 10. Child Safety Matters Lessons 11. Classroom Guidance 12. Character Education 13. Career activities 14. Performs other duties as assigned
Duck, Sheila	Teacher, K-12	1. Leads trainings, as need 2. Provided small group or one-on-one instruction in LLI, RMSE, and Corrective Reading 3. Assists with assessment and placement in LLI, RMSE, and Corrective Reading
Shimer, Laura	Other	1. Provides technical assistance and training to classroom staff to support classroom instructional programs for students with emotional and behavioral needs. 2. Assists teachers in creating classrooms incorporating elements of preferred

Name	Title	Job Duties and Responsibilities
		practices for students with emotional and behavioral disorders. 3. Develops, implements, models and monitors behavioral management systems to include motivation/reward systems for appropriate behavior. 4. Facilitates development of appropriate IEP goals and objectives and data collection systems. 5. Trains school staff on preferred methodologies for teaching students with emotional and behavioral disorders. 6. Monitors use of Professional Crisis Management (PCM) physical interventions and works with classroom teachers anD district staff to develop plans to minimize the use of physical interventions. Reports any instance of physical restraint to the Florida Department of Education, and follows steps outlined in the district protocol. 8. Performs other duties as assigned by the principal.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	56	57	65	55	50	64	0	0	0	0	0	0	0	347
Attendance below 90 percent	10	12	9	12	12	10	0	0	0	0	0	0	0	65
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	3	13	18	0	0	0	0	0	0	0	34

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	3	2	0	2	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	1	2	2	3	9	12	0	0	0	0	0	0	0	29

FTE units allocated to school (total number of teacher units)
31

Date this data was collected or last updated
Friday 8/30/2019

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	6	5	6	2	4	2	0	0	0	0	0	0	0	25
Course failure in ELA or Math	5	3	0	0	1	0	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	5	20	0	0	0	0	0	0	0	0	25

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	41%	50%	57%	42%	49%	55%
ELA Learning Gains	51%	56%	58%	58%	56%	57%
ELA Lowest 25th Percentile	43%	50%	53%	60%	54%	52%
Math Achievement	61%	62%	63%	52%	62%	61%
Math Learning Gains	73%	63%	62%	65%	63%	61%
Math Lowest 25th Percentile	62%	52%	51%	65%	54%	51%
Science Achievement	44%	48%	53%	42%	50%	51%

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	56 (0)	57 (0)	65 (0)	55 (0)	50 (0)	64 (0)	347 (0)
Attendance below 90 percent	10 ()	12 ()	9 ()	12 ()	12 ()	10 ()	65 (0)
One or more suspensions	0 ()	1 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	3 (0)	13 (0)	18 (0)	34 (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	38%	51%	-13%	58%	-20%
	2018	29%	50%	-21%	57%	-28%
Same Grade Comparison		9%				
Cohort Comparison						
04	2019	30%	52%	-22%	58%	-28%
	2018	27%	49%	-22%	56%	-29%
Same Grade Comparison		3%				
Cohort Comparison		1%				
05	2019	30%	50%	-20%	56%	-26%
	2018	46%	51%	-5%	55%	-9%
Same Grade Comparison		-16%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	43%	61%	-18%	62%	-19%
	2018	61%	59%	2%	62%	-1%
Same Grade Comparison		-18%				
Cohort Comparison						
04	2019	68%	64%	4%	64%	4%
	2018	51%	60%	-9%	62%	-11%
Same Grade Comparison		17%				
Cohort Comparison		7%				
05	2019	51%	57%	-6%	60%	-9%
	2018	54%	61%	-7%	61%	-7%
Same Grade Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	39%	49%	-10%	53%	-14%
	2018	51%	56%	-5%	55%	-4%
Same Grade Comparison		-12%				
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 2017-18	C & C Accel 2017-18
SWD	35	52	40	49	58	60	50				
ELL				40							
BLK	37	52	53	57	77	67	30				
HSP	33	50		52	58						
MUL	55			55							
WHT	44	53		68	72		57				
FRL	37	45	44	54	67	57	33				
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 2016-17	C & C Accel 2016-17
SWD	28	33	22	43	56	35	46				
BLK	29	41	33	54	53	35	52				
HSP	35	50		47	75						
MUL	41	47		69	64						
WHT	48	44		69	58		75				
FRL	35	43	35	57	59	31	59				
2017 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	9	37	45	41	62	70					
BLK	30	50	57	42	56	56	37				
HSP	13			53							
MUL	47			73							
WHT	64	77		61	70		53				
FRL	32	55	61	43	64	67	33				

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	58
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	92
Total Points Earned for the Federal Index	467
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

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.

The data component showing the lowest performance is cumulative of all the ELA indicators: achievement, learning gains, and lowest performing quartile gains.

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

In the 2018 - 2019 school year, the area that showed the greatest decline was Science. This is most likely attributed to a staffing issue. The teacher that started the school year left Bayview in mid-October. There was a series of long-term substitutes that passed through the classes from mid-

October to January. In January, the previous principal moved a second grade teacher into the Science position.

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

The greatest gap when compared to the state average is in ELA Achievement, a difference of 16%. We believe based on data-collected her at the beginning of the school, this is a result of student lacking foundational skills in reading. This is a historical trend at Bayview.

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

The data components that showed the most improvement were overall math learning gains and the lowest performing quartile in math.

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

Based on the EWS data from Part I (D), potential areas of concern include students with attendance below 90% and Level 1s on state assessments.

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

1. Laying a strong foundation in the primary grades by providing early, targeted reading intervention using Reading Mastery and our two Reading Interventionists.
2. Increasing ELA Achievement, overall learning gains and lowest performing quartile gains using Leveled Literacy Intervention in grades 3-5.
3. Increasing Science Achievements using Acaletics for Science in grade 5.
4. Continue the progress made in Math Achievement, overall learning gains and the lowest performing quartile using Acaletics for Math in grades 2-5.
5. Helping students moved from a fixed mindset to a growth mindset using...and improving classroom management to decrease referrals using Power Struggles.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Reading Proficiency and Learning Gains
Rationale	Historically ELA achievement, learning gains, and lowest performing quartile are an area of concern at Bayview Elementary. We are trailing far behind the district and the state averages in all those components.

State the measurable outcome the school plans to achieve	If school-wide reading interventions are implemented with fidelity student ELA achievement should improve to at least 45%; overall learning gains should improve to 57%; lowest performing quartile gains should improve to 50%.
Person responsible for monitoring outcome	Melissa Metz (metzm@duvalschools.org)
Evidence-based Strategy	Reading Interventionist position will be used to provide additional support for literacy instruction. The materials the interventionist will use may include but are not limited to Reading Mastery and LLI. Measuring Up materials will be purchased to support Lowest Performing quartile students during tutoring. Additional technology, in the form of interactive screens, will be purchased to enhance student engagement during instruction.
Rationale for Evidence-based Strategy	Reading Mastery and Level Literacy Interventions are both research-based programs proven to positively impact student performance when implemented with fidelity. Measuring up is a standards-aligned supplement designed to improve students achievement when used in conjunction with a strong core program. Research shows that in today's technology-driven world, student engagement increases when using interactive technology as part of a strong academic program. There is a direct correlation between student engagement and academic achievement outcomes.

Action Step	
Description	1. Ensure all faculty responsible for the intervention are trained within the first month of school. 2. Build a literacy intervention block into the daily schedule for all grade levels based on the recommendations from the program designers and the district. 3. Give the pre-assessment to all students to determine their currently levels and assign students to groups based on those levels. For students who test out of the interventions, time for Achieve3000 and iReady will be assigned to continue their progress. 4. Implement the reading intervention block daily. 5. Engage in ongoing progress monitoring using the tool provide within the programs and adjust as necessary.
Person Responsible	Melissa Metz (metzm@duvalschools.org)

#2	
Title	Science Proficency
Rationale	During the 2019 - 2020 school year, Science was the only area in which Bayview Elementary experienced a decrease in achievement and that decrease was substantial. It is believed that this decrease was a result of staffing issues and we anticipate that issue to continue as the incoming 5th grade Science teacher is new to education and going through alternative certification.

State the measurable outcome the school plans to achieve	If science curriculum and supplemental program are implemented with fidelity, student Science achievement should improve to 55%.
Person responsible for monitoring outcome	KaShay Beck (beckk@duvalschools.org)
Evidence-based Strategy	Measuring Up materials will be purchased to support bubble students for tutoring. Additional technology, in the form of interactive screens, will be purchased to enhance student engagement during instruction. The Acaletics Science Program will be purchased as an additional instructional supplement to be utilized within the science block.
Rationale for Evidence-based Strategy	The Acaletics program is a research-based supplement proven to positively improve student achievement in Science when implemented with fidelity. Measuring up is a standards-Aligned supplement designed to improve students achievement when used in conjunction with a strong core program. Research shows that in today's technology-driven world, student engagement increases when using interactive technology as part of a strong academic program. There is a direct correlation between student engagement and academic achievement outcomes.

Action Step	
Description	1. Ensure all faculty members responsible for implementation are fully trained within the first month of school. 2. Give the pre-assessment to all students to determine the appropriate path. 3. Create a daily schedule with a 30 minutes Acaletics built into the Science block in 5th grade. 4. Implement Acaletics Science with fidelity. 5. Engage in ongoing progress monitoring and adjust as needed.
Person Responsible	KaShay Beck (beckk@duvalschools.org)

#3	
Title	Math Proficiency and Learning Gains
Rationale	During the 2018 -2019 school year Math achievement, overall learning gains, and lowest performing quartile gains saw significant improvement

State the measurable outcome the school plans to achieve	If school-wide math supplements are implemented with fidelity, student Math achievement should improve to at least 64%; overall learning gains should improve to 75%; lowest performing quartile gains should improve to 65%
Person responsible for monitoring outcome	KaShay Beck (beckk@duvalschools.org)
Evidence-based Strategy	Measuring Up materials will be purchased to support Lowest Performing quartile students. Additional technology, in the form of interactive screens, will be purchased to enhance student engagement during instruction.The Acaletics Mathematics Program will be purchased as an additional instructional supplement to be utilized within the daily acaletics block. Additional technology, in the form of interactive screens, will be purchased to enhance student engagement during instruction.
Rationale for Evidence-based Strategy	The Acaletics program is a research-based supplement proven to positively improve student achievement in Mathematics when implemented with fidelity. Measuring up is a standards-Aligned supplement designed to improve students achievement when used in conjunction with a strong core program. Research shows that in today's technology-driven world, student engagement increases when using interactive technology as part of a strong academic program. There is a direct correlation between student engagement and academic achievement outcomes.

Action Step	
Description	1. Ensure all faculty members responsible for implementation are fully trained within the first month of school. 2. Give the pre-assessment to all students to determine the appropriate path. 3. Create a daily schedule with a 30 minutes Acaletics block built into the last 30 minutes of the day in grades 2-5. 4. Implement Acaletics Math with fidelity. 5. Engage in ongoing progress monitoring and adjust as needed.
Person Responsible	KaShay Beck (beckk@duvalschools.org)

#4	
Title	Social/Emotional Supports
Rationale	Bayview elementary has a large population of students that have experienced trauma and have socio-economic challenges. Many of these students struggle with everyday social interaction, emotional stability, and perseverance in the face of adversity.
State the measurable outcome the school plans to achieve	If a comprehensive counseling program and school-wide PBIS program are implemented with fidelity, then students' social/emotional well-being will improve. Specifically, reduce the number of discipline referrals to 111, reduce OSS rates to 34 days the school year, decrease the number of with multiple referrals to, and increase the number of referrals to full-service and other wrap-around services by 15%.
Person responsible for monitoring outcome	Melissa Metz (metzm@duvalschools.org)
Evidence-based Strategy	Implementation of calm classroom; Additional school counselor to work with small groups and individual students, as well as working with teacher on classroom management strategies and behavior interventions. Full implementation of classroom guidance lessons in grades K-5 as part of a comprehensive counseling curriculum. Teacher book studies on developing the growth mindset (In Other Words: Phrases for the Growth Mindset and The Growth Mindset Coach) and on how to avoid power struggles (Power Struggles: Strategies for Educators) will help provide our teachers with the professional development needs that was requested by teachers. Additional technology, in the form of interactive screens, will be purchased to enhance student engagement during instruction.
Rationale for Evidence-based Strategy	Studies show that the majority of discipline infractions are performed by students lacking the skills to problem solve and resolve conflict. Through classroom guidance lesson our students will receive direct instruction by a trained professional counselor to equip them with these skills. Many behaviors can be redirected and/or deescalated when teachers do not engage in power struggles with students. If teachers are equipped with the strategies needed to avoid power struggles, overall student disciplinary referrals should decrease, in quantity and severity. Research also shows that adults and children working from a growth mindset perspective are more successful in their personal lives and academic careers. Research shows that in today's technology-driven world, student engagement increases when using interactive technology as part of a strong academic program. There is a direct correlation between student engagement and behavior.
Action Step	
Description	1. Work with school counselors to develop a comprehensive counseling program that includes classroom guidance lesson, small group sessions, and individual counseling session as needed. 2. Ensure all new teachers have been trained on Calm Classroom within the first month of school. 3. Implement Calm Classroom three time per day and monitor for fidelity. 4. Implement book study on Power Struggles through FDLRs and build in opportunities to work within "In Other Words," and "The Growth Mindset Coach," during PLCs and ERDs. 5. Monitor student discipline and full service referrals monthly.
Person Responsible	Melissa Metz (metzm@duvalschools.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).

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 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.

For parents and families not able to attend to scheduled activities, follow-up information will be sent home with students in Tuesday Folders/student agendas as well as posted on Facebook and Class Dojo. A School Messenger call will also be made with items or information regarding past events on the following day. Combine activities with SAC meetings and offer flexible meeting times. Parents have issues with transportation so combined meetings and flexible meeting times help parents. For our ELL population, if requested, we will request a translator from the county ESOL office.

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

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

The faculty and staff work collaboratively to meet the social-emotional needs of all students utilizing a variety of human resources, as well as supplemental resources. One of our two school counselors will use the research-based Second Step curriculum to instruct students in anti-bullying behavior, empathy training, and other social emotional skills in grades K and 1 on a weekly basis. In grades 2 - 5 our second counselor will utilize classroom guidance lessons on anti-bullying behavior, empathy training, and other social emotional skills every other school. School-wide, Calm Classroom will be implemented by the classroom teachers at least three times per day. Our school-wide Character Education program recognizes students who exhibit the monthly character education trait. As previously mentioned, Bayview has two school counselors who work with administration, teachers, and parents to connect outside resources for students experiencing difficulty in the social-emotional domain. We also have access to a Full Service Schools Therapists three day per week through the expansion of the Full Service School Program.

Through the multi-tiered Response to Intervention procedure, teachers and parents meet with the school counselor to plan interventions and strategies to assist students with emotional and behavior difficulties in the
classroom. During this time, the school psychologist could be consulted to assist in planning appropriate behavior interventions for the student.

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

Kindergarten parents will receive a packet of help information to ensure their students have a successful first-time experience and will be invited to attend our Growth Mindset Matter patent event in September

where they will receive information on how to foster the growth mindset at home and the importance of goal setting. They will also have the opportunity to attend Open House in which parent will receive helpful information as it pertains to their child's teacher.

This year Bayview will have the opportunity to participate in the Mini Magnet Fair Night for fifth graders transitioning into sixth grade hosted by one of our fellow Westside school. We also have plans for students
to attend a field trip to tour Lake Shore Middle School and get information to prepare them for the next step.

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.

The Leadership Team reviews overall classroom data to identify the effectiveness of the core instruction across grade levels. Each grade level serves on a Collaborative Problem Solving Team (CPST) for Tier 2 interventions and planning for small groups of students. These CPST grade level teams plan and revise the Tier 2 interventions as needed according to the data from the interventions and current assessments. When a student is not responding to Tier 2 interventions or not experiencing expected growth, then the grade level CPST will refer the teacher to the RTI Leadership Team for more intensive Tier 3 intervention with parent involvement. The data collection process is used to guide planning and interventions. The student's progress is monitored individually and interventions are reviewed and revised accordingly.

Supplemental Academic Instruction (SAI) is used for after school tutoring by teachers to assist students who are in the lowest 25% and bubble proficiency students in both Reading and Math based on multiple data points.

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

Bayview Elementary will actively participate in the Jacksonville Goes to College Week as a means to advance college awareness. This year, all of our 3rd - 5th grade students will have the opportunity to attend a field trip to the University of North Florida for a more in-depth look at college awareness. In terms of career awareness, all students in grade K - 5 will have the opportunity to participate in our Career Awareness Fair.