

Pinellas County Schools

Gulf Beaches Elementary Magnet School



2020-21 Schoolwide 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: 7/1/2014

2019-20 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	38%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (68%) 2017-18: B (54%) 2016-17: B (54%) 2015-16: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 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.

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

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	31%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	25%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	B	B

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<https://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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Baker, Natalie	Instructional Coach	
Kalach, Robert	Principal	
Sacino, Roseann	Teacher, K-12	2nd grade Representative
Black, Jillian	Teacher, K-12	3rd Grade Representative
Steiner, Emily	Teacher, K-12	K Representative
Lentz, Eliza	Teacher, K-12	4th Grade Representative
Carney, Mitchell	Instructional Technology	Technology- Magnet Coordinator
Dave, Francesca	Teacher, K-12	1st Grade Representative
Strawder, Randy	Teacher, K-12	
Forte, Renee	Teacher, K-12	

Demographic Information

Principal start date

Tuesday 7/1/2014, Robert Kalach

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

22

Demographic Data

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	38%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (68%) 2017-18: B (54%) 2016-17: B (54%) 2015-16: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 .	

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	24	54	53	53	54	57	0	0	0	0	0	0	0	295
Attendance below 90 percent	0	6	3	1	6	5	0	0	0	0	0	0	0	21
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3

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

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

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	

Date this data was collected or last updated

Wednesday 7/8/2020

Prior Year - As Reported**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	
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	

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		
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	

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%	57%	53%	55%
ELA Learning Gains	72%	59%	58%	58%	53%	57%
ELA Lowest 25th Percentile	68%	54%	53%	43%	47%	52%
Math Achievement	78%	61%	63%	56%	62%	61%
Math Learning Gains	68%	61%	62%	63%	61%	61%
Math Lowest 25th Percentile	55%	48%	51%	41%	48%	51%
Science Achievement	62%	53%	53%	57%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

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%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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 2017-18	C & C Accel 2017-18
SWD	37	64		37	50	50					
BLK	27			55							
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 2016-17	C & C Accel 2016-17
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				
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	12	42		24	42						
BLK	33	45		25	27						
HSP	48	47		48	60						
WHT	59	58	53	59	69	47	66				
FRL	47	46	27	47	64	50	41				

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

ESSA Federal Index	
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
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
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
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
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. Third 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 collaborative working structure within 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?

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. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Our current level of performance is 78% proficiency, as evidenced by 2019 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 based on 2019 FSA Data. If the percentage of those L25 were to increase by 25% then all students would be at 80% proficiency.

Measurable Outcome: The percentage of all over students including L25 will achieve math proficiency at a rate of 80% or above by the spring 2021 FSA.

Person responsible for monitoring outcome:

Jillian Black (blackji@pcsb.org)

Evidence-based Strategy:

Grade level teachers will participate in PBL planning with a focus on critical standards in mathematics.

Grade level TDE planning sessions; one per semester

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

Lessons will be recorded and available for students to view on Teams/Canvas, iReady digital resources will be used, assigned Dreambox lessons will be used to reinforce/support student learning.

Classroom teachers will regularly inform and support families with content and curriculum
Explore ways to provide hands on materials for 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 Steps to Implement

1. Weekly PLCs with the utilization of Ready Classroom PLC structure to develop and analyze to support planning of instruction - unit quizzes, digital comprehension checks

Person

Responsible Jillian Black (blackji@pcsb.org)

2. Data monitoring through RTI/MTSS process and procedures

Person

Responsible Natalie Baker (bakerna@pcsb.org)

3. PD on technologies that support math curriculum (i.e., Canvas, TEAMS, Seesaw, Nearpod, iReady digital resources, Dreambox, etc.)

Person

Responsible Jillian Black (blackji@pcsb.org)

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Our current level of performance is 62% proficiency, as evidenced by 2019 SSA data. We expect our performance level to increase to 80% or above by the spring administration of the 2021 SSA.

Measurable Outcome: The percentage of all over students will achieve Science proficiency at a rate of 80% or above by the spring 2021 SSA.

Person responsible for monitoring outcome: Randy Strawder (strawderr@pcsb.org)

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 teacher demonstrated science lab experiments/ activities in alignment to the 1st-5th grade standards.

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

Demonstrations will be done by classroom teacher (recorded at times) and interactive digital activities/videos will be used to engage students.

Explore ways to provide hands on materials for 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% for Science based on SSA will be achieved.

Action Steps to Implement

1. Provide PD training

Person Responsible Randy Strawder (strawderr@pcsb.org)

2. Weekly PLCs with the support of curriculum specialist/coaches

Person Responsible Randy Strawder (strawderr@pcsb.org)

3. Data monitoring through RTI/MTSS process and procedures

Person Responsible Natalie Baker (bakerna@pcsb.org)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and 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.
Measurable Outcome:	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:	Eliza Lentz (suertee@pcsb.org)
Evidence-based Strategy:	<p>Standards-based lesson planning with rigor and effective teacher/student questioning strategies. Providing high quality feedback to students and giving opportunities to use that feedback.</p> <p>Empower ELA champions to develop as literacy leaders (facilitate pd sessions, open classrooms for observation and feedback, coach colleagues in literacy practices).</p> <p>Deliver instruction in ELA according to research-based principles using the gradual release model of teaching.</p> <p>Deliver instruction and provide students with opportunities to demonstrate knowledge in ELA through Project Based Learning.</p> <p>Ensure instructional supports are in place for all students during core instruction and independence, including supports for ESE, ESOL, and extensions for students above benchmark. These supports include access to grade-level text and beyond and small group instruction based on data.</p> <p>Provide opportunities for lesson study (ex: "fish-bowl" strategies, recorded lessons) among teachers to gain feedback and new learning strategies to meet the needs of students in ELA.</p> <ul style="list-style-type: none"> Standards-based lesson planning with rigor and effective teacher/student questioning strategies. Providing high quality feedback to students and giving opportunities to use that feedback. Empower ELA champions/cohort teachers to develop as literacy leaders (ex: co-facilitate pd sessions alongside administrators, open classrooms for observation and feedback, coach colleagues in literacy practices).
Rationale for Evidence-based Strategy:	<ul style="list-style-type: none"> Deliver instruction in both reading and writing designed according to research-based principles using the "gradual release of responsibility" model of teaching. Deliver instruction and Provide students with opportunities to demonstrate knowledge in both reading and writing through Project Based Learning. Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data. Provide opportunities for lesson study (ex: "fish-bowl" strategies, recorded lessons)

among teachers to gain feedback and new learning strategies to meet the needs of students in reading and writing.

Action Steps to Implement

Collaborative planning in Weekly PLCs with the support of curriculum specialist/coaches to differentiate instruction for both below grade level and high performing students.

Person Responsible Robert Kalach (kalachr@pcsb.org)

Seek PD training with Just in Time coaches or district facilitated PD as well as Professional development with Canvas.

Person Responsible Robert Kalach (kalachr@pcsb.org)

Data monitoring through RTI/MTSS process and procedures

Person Responsible Natalie Baker (bakerna@pcsb.org)

Effective follow through with classroom teachers, specialists, MTSS, social worker, and school psychologist using resources and documentation after RTI processes and procedures have been recognized and implemented.

Person Responsible Natalie Baker (bakerna@pcsb.org)

Effective planning and implementation of specific best practices for differentiation based on data - small group targeted instruction

Person Responsible Robert Kalach (kalachr@pcsb.org)

Facilitate standards based instruction in reading and writing utilizing NewsELA and MyON.

Person Responsible Robert Kalach (kalachr@pcsb.org)

#4. Other specifically relating to Bridging the Gap

Area of Focus Description and 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 2020/2021 is to have a proficiency of 80%.

Measurable Outcome: African American students proficiency is at 41% for the 2019/2020 school year. By the end of the 2020/2021 school year 80% of African American students will have a proficiency.

Person responsible for monitoring outcome: Natalie Baker (bakerna@pcsb.org)

Evidence-based Strategy: Restorative Practices
Social Emotional Learning
Equity Champions

Rationale for Evidence-based Strategy: Ensure that all students are successful academically and behaviorally

Action Steps to Implement

Continued Training for Restorative Practices.

Person Responsible Natalie Baker (bakerna@pcsb.org)

Broaden the knowledge and understanding of implementing SEL through instructional practices.

Person Responsible Natalie Baker (bakerna@pcsb.org)

Continued Equity PD and Culturally Relevant Strategy PD.

Person Responsible Natalie Baker (bakerna@pcsb.org)

Continue to provide Mentors for all African American students following District Policy

Person Responsible Natalie Baker (bakerna@pcsb.org)

Invite all African American Students to attend ELP, with a follow up contact

Person Responsible Natalie Baker (bakerna@pcsb.org)

Ensure all African American students have access to internet at home.

Person Responsible Mitchell Carney (carneym@pcsb.org)

#5. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale:	As the result of equity-centered problem solving within an MTSS framework, school will develop an equity goal to build relational capacity, empower student voice, and hold high expectations within one of the following school improvement areas for equity systems change through addressing student and family engagement for the adoption of equitable practices.
Measurable Outcome:	To address student and family engagement for the adoption of equitable practice, we will actively seek voice from all stakeholders with explicit attention to student and family demographics not currently represented. Our current data illustrates that we have a large population of PTA members but a small amount of diverse members, SAC committee has one diverse member as a community resource representative . The issue may be impacted by the small percent of diverse learners and families currently enrolled in GBEMS. We will measure progress continuously throughout the year by the percentage of diverse stakeholders that sit on SAC/PTA boards as well as members by recording the consistency of attendance and the diversity of opinions leading to decision making, family engagement surveys.
Person responsible for monitoring outcome:	Robert Kalach (kalachr@pcsb.org)
Evidence-based Strategy:	Equitable Voice by student and family engagement for the adoption of equitable practices
Rationale for Evidence-based Strategy:	These strategies and practices were identified using the Racial Equity Analysis Protocol (REAP).

Action Steps to Implement

PTA member forms will go out in first day packets for every student, including those in MyPCS
 Contact will be made to encourage diverse families to join SAC and PTA
 All staff will be provided district Family Diversity and Equity Toolkit and research through PD to promote equitable learning
 Stakeholders will be informed and given opportunity to provide input to equitable learning for all students

Person Responsible Robert Kalach (kalachr@pcsb.org)

#6. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Based on 2019/2020 school year, of the 180 Days, 21 students were absent 10% or more. Our current rate of attendance is 93% of students attending 90% of the time. For the 2020/2021 school year we would expect our attendance rate to be at 98%.

Measurable Outcome: If we continue to educate parents and students on our districts Attend today Achieve tomorrow initiative and math the appropriate supports guided by the district 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 overall attendance to maintain student achievement

Action Steps to Implement

CST- Process to begin with classroom teacher
District Support
Education for parents regarding attendance- PTA

Person Responsible Natalie Baker (bakerna@pcsb.org)

#7. Other specifically relating to Conditions for Learning

Area of Focus	GBEMS teachers and staff work hard to maintain a safe and enriched learning environment for all students. For the 2019-2020 school year there were a total of seven office referrals, one out of school suspension, and two substantiated bully reports.
Description and Rationale:	We as a staff also know that during this time of a pandemic we will focus on the social and emotional stability of our students and families to ensure a positive and engaging learning environment. We recognize that we will have students who are learning through MyPCS as well as within the school. We will engage and promote SEL to create a positive learning environment for all GBEMS students.
Measurable Outcome:	As our rate of office referrals/incidences was less than 1%, our goal is to continue using Restorative Practices, SEL, and our School PBIS plan to lessen the number from 7 to no more than 3 office referrals/incidences for 2020-2021 school year. We will also conduct reports on Minor Infractions and lessen the % of incidences to 3%. A continued monitoring of where the minors are regularly occurring and if there is a trend in those areas as well as students.
Person responsible for monitoring outcome:	Robert Kalach (kalachr@pcsb.org)
Evidence-based Strategy:	GBEMS has 100% of staff trained in Restorative Practices with one RP trainer on site. By continuing to utilize and implementing our proactive stance towards student conflicts, behavior, digital citizenship, bullying, and other incidences to maintain an environment that is conducive to positive and safe learning.
Rationale for Evidence-based Strategy:	By continuing to focus on the proactive strategies of teaching ways to cope and manage behaviors (ex: anger, wants, needs, compassion, friendship, digital citizenship, etc) we will maintain our schools low level of disruptions of learning. Our commitment to students and families with their involvement for student behaviors through conferences, teacher communication, and our IC committee keeps all stakeholders a part of the process to better understand individual situations.

Action Steps to Implement

Maintain MTSS support and protocols for students academically and behaviorally
 Social Worker to work hands on with MTSS, ESE, and all staff members to enhance staff/student understanding of SEL
 Continued Restorative Practice PD
 Incorporate more SEL training and instruction
 Train any new staff member on school PBIS, RP, SEL
 Deliver continuous Digital Citizenship to students/staff to maintain a safe online learning environment while on campus and at home

Person Responsible Natalie Baker (bakerna@pcsb.org)

#8. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale:	As a district application program, GBEMS focuses on stakeholder involvement and empowerment. GBEMS had over 7000 hours of volunteers for the 2019/2020 school year, our goal this year is have at least 50% of the the previous years volunteer and mentor hours through a virtual platform approved and outlined by the district and CDC guidelines.
Measurable Outcome:	Continue with and increasing stakeholder involvement; through PTA, SAC, Volunteers, Mentors, and school partnerships/business.
Person responsible for monitoring outcome:	Renee Forte (forter@pcsb.org)
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.
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 Steps to Implement

Maintain School Website
 Voice Blasts
 Distribute Monthly School Newsletter (Jawsome Journal)
 Classroom Newsletters
 PeachJar
 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

Person Responsible Renee Forte (forter@pcsb.org)

#9. Other specifically relating to Healthy Schools

Area of Focus

Description and Rationale: We believe in promoting healthy habits and lifestyles for all children

Measurable Outcome: By the end of April 2021, GBEMS will gain Silver 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)

Physical education will follow districts well rounded curriculum that is age and grade appropriate for students.

Evidence-based Strategy: Daily scheduled recess for all students- following District and CDC guidelines
 Before and after school extracurricular clubs- following District and CDC guidelines
 Fitness Gram
 Healthy Generations School application

Rationale for Evidence-based Strategy: Goal is to create a healthy living environment for future generations

Action Steps to Implement

Daily scheduled recess for all students- following District and CDC guidelines
 Before and after school extracurricular clubs- following District and CDC guidelines
 Fitness Gram
 Healthy Generations School application

Person Responsible Robert Ferguson (fergusonr@pcsb.org)

#10. Other specifically relating to Parent/Guardian, Student, and Instructional Staff Magnet Agreement

Area of Focus Description and 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.
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Measurable Outcome:	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.
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Person responsible for monitoring outcome:	Robert Kalach (kalachr@pcsb.org)
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Evidence-based Strategy:	Abide by the elements of the commitment contained within the PCS Forms: 2-2882 and 3-3186
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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.
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Action Steps to Implement

- 1 .Provide PCS forms 2-2882 and 3-3186
2. Communicate Agreement and promote elements to the applicable stakeholder groups
3. Convene Intervention Committee (IC) 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	Robert Kalach (kalachr@pcsb.org)
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#11. Other specifically relating to Gifted Identification Screening and Support

Area of Focus Description and Rationale:	100% of Kindergarten students enrolled will be given access to the universal screening instrument identified by PCS. 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.
Measurable Outcome:	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 the end of year 2021. 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.
Rationale for Evidence-based Strategy:	Early identification for Gifted and Talented students provides an opportunity to enhance student learning engagement and placement for qualifying students.

Action Steps to Implement

1. Secure the Universal Screening Instrument
2. Schedule the administration and scoring of the universal screening
3. Continue to provide Micro Credentialing to any new or incoming staff member

Person Responsible Natalie Baker (bakerna@pcsb.org)

#12. Other specifically relating to IC3 Spark - Industry Instruction and Certification

Area of Focus Description and 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.
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Measurable Outcome:	100% of Instructional Staff and identified students participate in the IC3 Spark curriculum and successfully achieve the industry certification.
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Person responsible for monitoring outcome:	Randy Strawder (strawderr@pcsb.org)
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Evidence-based Strategy:	IC3 Spark Curriculum and Assessments
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Rationale for Evidence-based Strategy:	IC3 Spark curriculum and assessment is recognized and supported by the district's Career and Technical Education Department.
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Action Steps to Implement

Schedule and organize the identification of students to form the class with maximum student capacity, as well as maintain a waiting list for additional candidates.

Person Responsible	Randy Strawder (strawderr@pcsb.org)
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Secure Assessment Vouchers for Certification Exam

Person Responsible	Robert Kalach (kalachr@pcsb.org)
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Provide PD for Instruction Staff

Person Responsible	Mitchell Carney (carneym@pcsb.org)
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#13. Other specifically relating to STEM/STEAM

Area of Focus Description and 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.

Measurable Outcome: Increase and revise for improvement of the Project Based Learning (PBL) Units of study and the STEM/STEAM units of instruction and before/after school Clubs.

Person responsible for monitoring outcome: Randy Strawder (strawderr@pcsb.org)

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

Provide P.D. to support STEAM/STEAM instruction

Person Responsible Renee Forte (forter@pcsb.org)

Schedule and Organize Clubs

Person Responsible Renee Forte (forter@pcsb.org)

Identify and provide materials and resources that support PBL Units of Study

Person Responsible Renee Forte (forter@pcsb.org)

#14. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus
Description and
Rationale:**

Current data states that only 37% of our ESSA ESE subgroup is meeting proficiency in ELA and Math.

**Measurable
Outcome:**

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 80% or better.

**Person responsible
for monitoring
outcome:**

[no one identified]

**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 that only 37% of our ESSA ESE subgroup is meeting proficiency in ELA and Math.

Action Steps to Implement

IEP alignment training/PD offered by the district

Person Responsible Maureen Hallet (halletm@pcsb.org)

Classroom and ESE Teachers will collaborate in student achievement data analysis and planning for individualized instruction and support for students.

Person Responsible Maureen Hallet (halletm@pcsb.org)

Continued data analysis of student achievement to determine instructional strategies. These instructional strategies will meet the needs of each student and provide differentiation that will provide opportunity for learning gains.

Person Responsible Maureen Hallet (halletm@pcsb.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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 IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Gulf Beaches incorporates Positive Behavioral Intervention Systems, Restorative Practices, Equity Best Practices, and Social Emotional Learning. Our FINS UP Expectations for Success are being a Ferocious Learner, Innovative, Nice, having Self Control, Understanding, and being Positive. They are introduced and explicitly taught to students during the first week of school and refreshers are provided on an as-needed basis.

Families and Community Members are taught the FINS UP Expectations during open houses as well as the first

SAC and PTA Meetings for the year. The Expectations are also posted throughout the school, in every classroom/building, on the school website, and Facebook page. Staff members are reminded of the Guidelines and provided with student created videos that are used, as well as bi-yearly expectations assemblies for students. Reminders in administrative emails sent weekly throughout the year to keep them at the forefront of culture and climate discussions as well as instruction. Several staff are AVID CRT trained and our goal is to increase the number of teachers trained in the coming year.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA				\$1,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			6311 - Gulf Beaches Elementary Magnet School			\$1,700.00
4	III.A.	Areas of Focus: Other: Bridging the Gap				\$0.00
5	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$0.00
6	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$0.00
7	III.A.	Areas of Focus: Other: Conditions for Learning				\$0.00

8	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	\$0.00
9	III.A.	Areas of Focus: Other: Healthy Schools	\$0.00
10	III.A.	Areas of Focus: Other: Parent/Guardian, Student, and Instructional Staff Magnet Agreement	\$0.00
11	III.A.	Areas of Focus: Other: Gifted Identification Screening and Support	\$0.00
12	III.A.	Areas of Focus: Other: IC3 Spark - Industry Instruction and Certification	\$0.00
13	III.A.	Areas of Focus: Other: STEM/STEAM	\$0.00
14	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$1,700.00