# Bay School



# 2021-22 Schoolwide Improvement Plan

## Table of Contents

# Bay School

## 118 GILMORE ST, Santa Rosa, FL 32459

### [ no web address on file ]

## Demographics

## Principal: Pam Jones                    Start Date for this Principal: 7/1/2019

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Elementary School<br>PK |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2020-21 Title I School** | No |
| **2020-21 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 34% |
| **2020-21 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | |
| **School Grades History** | 2020-21: No Grade<br><br>2018-19: No Grade<br><br>2017-18: No Grade<br><br>2016-17: No Grade |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Northwest |
| **Regional Executive Director** | [Rachel Heide](#) |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |
| **ESSA Status** | |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#). | |

## School Board Approval

This plan was approved by the Walton County School Board on 10/5/2021.

### 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.](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.

# Table of Contents

# Bay School

## School Demographics

| **School Type and Grades Served** (per MSID File) | **2020-21 Title I School** | **2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| Elementary School PK | No | % |

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

## School Grades History

**Year**

**Grade**

## School Board Approval

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## SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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 provide high quality education in a safe, positive, and inclusive environment that builds a foundation for life-long learning.

**Provide the school's vision statement.**

Each child is unique and special. Our program will promote and maintain a safe environment that creates an opportunity for children to develop and grow socially, emotionally, and academically in a positive learning environment.

### School Leadership Team

**Membership**
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--------------------------------|
| Jones, Pam | Principal | Mrs. Jones serves as Bay School's Principal and oversees the VPK program for Walton County School District. As Bay School's instructional leader, she will support and hold staff accountable for the implementation of the School Improvement Plan. |
| Gray, Monica | Teacher, PreK | Ms. Gray will chair Bay School's Safety Team for the 21-22 school year. |
| Motter, Heather | Teacher, PreK | Mrs. Motter will chair our ELA Team for the 21-22 school year. |
| Simpson, Amy | Teacher, PreK | Mrs. Simpson will chair our Parent Involvement Team and serve as the Professional Learning Facilitator for the 21-22 school year. |
| Thigpen, Sarah | Teacher, PreK | Mrs. Thigpen will chair Bay School's 21-22 School Improvement Team. |
| | Paraprofessional | Mrs. Wheatley will represent our non-instructional staff for the 21-22 school year. Her current role is lead teacher aide. |

### Demographic Information

**Principal start date**
Monday 7/1/2019, Pam Jones

**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.*
0

**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.*
0

**Total number of teacher positions allocated to the school**
11

**Total number of students enrolled at the school**
129

**Identify the number of instructional staff who left the school during the 2020-21 school year.**
1

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**
2

**Demographic Data**

## Early Warning Systems

**2021-22**

**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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**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**

Sunday 5/23/2021

## 2020-21 - 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**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 | |

## 2020-21 - 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**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 Review**
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 | 2021 | | | 2019 | | | 2018 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | | 66% | 57% | | 63% | 56% |
| ELA Learning Gains | | | | | 65% | 58% | | 52% | 55% |
| ELA Lowest 25th Percentile | | | | | 59% | 53% | | 41% | 48% |
| Math Achievement | | | | | 64% | 63% | | 65% | 62% |
| Math Learning Gains | | | | | 62% | 62% | | 54% | 59% |
| Math Lowest 25th Percentile | | | | | 48% | 51% | | 43% | 47% |
| Science Achievement | | | | | 64% | 53% | | 58% | 55% |

**Grade Level Data Review - State Assessments**
**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 |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

Bright Beginnings VPK Assessment

## Subgroup Data Review

| 2021 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 2019-20 | C & C Accel 2019-20 |
| **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 |
| **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 |

## ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | |
| OVERALL Federal Index Below 41% All Students | N/A |
| Total Number of Subgroups Missing the Target | |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | |
| Total Components for the Federal Index | |
| Percent Tested | |
| **Subgroup Data** | |

## Analysis

**Data Analysis**
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

n/a

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

n/a

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

n/a

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

n/a

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

n/a

**What strategies will need to be implemented in order to accelerate learning?**

n/a

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

n/a

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

n/a

## Part III: Planning for Improvement

**Areas of Focus:**

| #1. Instructional Practice specifically relating to ELA | |
|---|---|
| **Area of Focus Description and Rationale:** | Based on the 2020-2021 Bright Beginnings Assessment 3, 9% of Bay School's students were below expectations in the area of phonological awareness. |
| **Measurable Outcome:** | By the end of May 2022, 80% of Bay School students will score meeting or exceeding expectations in the area of phonological awareness on Bright Beginnings Assessment 3. |
| **Monitoring:** | We will monitor this goal by utilizing student progress monitoring data from Bright Beginnings Assessments and STAR reports. |
| **Person responsible for monitoring outcome:** | Heather Motter (heather.motter@walton.k12.fl.us) |
| **Evidence-based Strategy:** | Teachers will incorporate phonological awareness instruction daily through the use of the Heggerty's curriculum as documented through lesson plans. |
| **Rationale for Evidence-based Strategy:** | Based upon 20-21 Bright Beginnings ELA data and a new group of VPK students, our focus will be to utilize the Heggerty's curriculum to support effective phonological awareness. |

### Action Steps to Implement

1. Daily implementation of Heggerty's curriculum.
2. Utilize the nursery rhyme found within Heggerty's curriculum.
3. Explore grouping of students for differentiated reading groups.
4. Incorporate FCRR reading activities/lessons (centers) into weekly literacy instruction.
5. Plan and implement family literacy activities (Celebrate Literacy Week, Read Across America Day).
6. Utilize interactive visuals (MELD program) for our limited communication students within all classes.

| | |
|---|---|
| **Person Responsible** | Pam Jones (jonesp@walton.k12.fl.us) |

| #2. Instructional Practice specifically relating to Math | |
|---|---|
| **Area of Focus Description and Rationale:** | Based upon our 20-21 Bright Beginnings data, 13% of our students scored below expectations in the area of math. |
| **Measurable Outcome:** | By May 2022, 80% of our students will score meeting or exceeding expectations in the area of math on the Bright Beginnings assessment. |
| **Monitoring:** | We will monitor this goal by utilizing student progress monitoring data from Bright Beginnings and STAR reports. |
| **Person responsible for monitoring outcome:** | Sarah Thigpen (sarah.thigpen@walton.k12.fl.us) |
| **Evidence-based Strategy:** | 1. Bay School teachers will incorporate dedicated, explicit math instructional time into their daily schedules. |
| **Rationale for Evidence-based Strategy:** | Based upon 20-21 Bright Beginnings math data and a new group of VPK students, our focus will be to advance student math skills through whole group and small group instruction. |

**Action Steps to Implement**

1. Dedicated time for math instruction within classroom daily schedule.
2. Purchase math manipulatives to aide in whole group and small group math instruction.
3. Utilize music and movement to reinforce math skills.
4. Utilize technology to aide in math instruction (Engage NY Clear Touch lessons, HOT DOT materials).
5. Utilize data from math STAR reports, curriculum assessments and teacher created assessments to help drive instruction.

| **Person Responsible** | Pam Jones (jonesp@walton.k12.fl.us) |
|---|---|

| #3. Culture & Environment specifically relating to School Safety | |
|---|---|
| **Area of Focus Description and Rationale:** | Due to new VPK students, Bay School will continue to address school wide and district safety protocols. |
| **Measurable Outcome:** | 100% of Bay School students and staff will participate in school wide safety interventions. |
| **Monitoring:** | Monthly safety drills will be performed by staff and students and assessed for accuracy by the SRO. |
| **Person responsible for monitoring outcome:** | Monica Gray (monica.gray@walton.k12.fl.us) |
| **Evidence-based Strategy:** | Safety drills are designed to teach students safety protocols related to each type of drill (weather, fire, ALICE). |
| **Rationale for Evidence-based Strategy:** | School safety drills play an important role in ensuring that everyone is prepared and protected in the event of an emergency situation. It builds confidence in staff and students so that they are prepared for an emergency. |

## Action Steps to Implement

1. Schedule monthly safety/threat meetings to address concerns.
2. Staff to attend safety trainings (ALICE, Threat Assessment Training).
3. Purchase and stock emergency drill kits for classrooms.
4. Continue red emergency folders with updated 21-22 information.
5. Continue to follow district guidelines following COVID response.
6. Utilize social emotional instruction (Sanford Harmony, WOW).
7. Continue non violent crisis prevention training for staff, as needed.
8. Develop schoolwide rules program.
9. Investigate and purchase a MELD board for outside play areas.

| | |
|---|---|
| **Person Responsible** | Pam Jones (jonesp@walton.k12.fl.us) |

| #4. Culture & Environment specifically relating to Parent Involvement | |
|---|---|
| **Area of Focus Description and Rationale:** | Family involvement is instrumental with early learning to support the foundational skills needed for a successful educational career. |
| **Measurable Outcome:** | By the end of the 21-22 school year, 80% of Bay School families will have been involved in one or more school activities. |
| **Monitoring:** | Attendance at Bay School events including but not limited to Open House, parent-teacher conferences, fundraisers, etc. |
| **Person responsible for monitoring outcome:** | Pam Jones (jonesp@walton.k12.fl.us) |
| **Evidence-based Strategy:** | Bay School will provide parents the opportunity to be involved throughout the 21-22 school year. These activities may include but are not limited to Open House, parent-teacher conferences, literacy week, fall festival, fundraisers. |
| **Rationale for Evidence-based Strategy:** | Parental support contributes to a positive learning environment within our school. Due to COVID restrictions during the 20-21 school year, Bay School saw a decrease in parental involvement and family engagement on campus. Our goal for the 21-22 school year is to allow families multiple opportunities to get involved in their child's education through school activities. |

| Action Steps to Implement |
|---|

1. Recruit new SAC/SIT members.
2. Teachers will conference with a parent/guardian following assessments.
3. Provide translated materials to families.
4. Plan a minimum of four family involvement activities per school year following district safety protocols.
5. Recruit parents/guardians for our Bay School Volunteer Program.
6. Teachers will send home weekly communication to parents/guardians.

**Person Responsible** Amy Simpson (simpsona@walton.k12.fl.us)

| #5. Instructional Practice specifically relating to Professional Learning Communities | |
|---|---|
| **Area of Focus Description and Rationale:** | The use of professional learning communities is a requirement of the Cognia Accreditation System. Best practices promotes the use of PLCs for the most effective method of professional learning. |
| **Measurable Outcome:** | 100% of Bay School teachers will participate in a PLC focusing on phonological awareness throughout the 21-22 school year. |
| **Monitoring:** | PLC involvement will be monitored through sign in sheets and PLC data binders. |
| **Person responsible for monitoring outcome:** | Pam Jones (jonesp@walton.k12.fl.us) |
| **Evidence-based Strategy:** | 1. Schedule monthly PLC meetings.<br>2. Assign mentors for new teachers to the VPK program. |
| **Rationale for Evidence-based Strategy:** | Educational best practices identify the use of small learning communities as the most effective method of promoting professional learning. |

### Action Steps to Implement

1. Schedule monthly PLC meetings.
2. Implement Solution Tree PL plan.
3. Purchase Solution Tree PLC toolkit and Early Learning resources.
4. Assign mentors for new teachers to the VPK program.
5. Schedule classroom visits for teachers to observe effective teaching.
6. Schedule Data Chats following each Bright Beginnings Assessment.

| **Person Responsible** | Pam Jones (jonesp@walton.k12.fl.us) |
|---|---|

### Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Bay School data is not reported to this site.**

## 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.

Bay Schools builds a positive school culture and environment by ensuring that we have the following:
1. A shared vision and mission statement
2. A team mentality across the board (staff, students, parents)
3. Celebrations of victories large and small

### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Students: to learn and become positive contributing members of society
Parents: to reinforce learned academic and social emotional skills outside of the classroom
Faculty and Staff: to support students in the development of academic and social emotional skills necessary for kindergarten and beyond
Administration: To provide necessary training, materials, and leadership that effectively supports students, staff, and parents.

## Part V: Budget

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

| 1 | III.A. | Areas of Focus: Instructional Practice: ELA | | | | $800.00 |
|---|---|---|---|---|---|---|
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | | 750-Other Personal Services | 0292 - Bay School | Other Federal | | $400.00 |
| | | | Notes: Substitutes for professional learning and classroom observations. | | | |
| | | 510-Supplies | 0292 - Bay School | School Improvement Funds | | $400.00 |
| | | | Notes: Materials and supplies for integration of Heggerty's and phonological awareness strategies. | | | |
| 2 | III.A. | Areas of Focus: Instructional Practice: Math | | | | $500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |

| | | 510-Supplies | 0292 - Bay School | School Improvement Funds | | $500.00 |
|---|---|---|---|---|---|---|
| | | Notes: Purchase math manipulatives for for whole/small group instruction. | | | | |
| **3** | **III.A.** | **Areas of Focus: Culture & Environment: School Safety** | | | | **$700.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | | 750-Other Personal Services | 0292 - Bay School | Other Federal | | $500.00 |
| | | Notes: Substitutes for district/state training initiatives. | | | | |
| | | 510-Supplies | 0292 - Bay School | School Improvement Funds | | $200.00 |
| | | Notes: Purchase needed safety equipment (signage, barriers). | | | | |
| **4** | **III.A.** | **Areas of Focus: Culture & Environment: Parent Involvement** | | | | **$290.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | | 510-Supplies | 0292 - Bay School | School Improvement Funds | | $290.00 |
| | | Notes: Purchase supplies/materials for parent involvement activities. | | | | |
| **5** | **III.A.** | **Areas of Focus: Instructional Practice: Professional Learning Communities** | | | | **$300.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | | 510-Supplies | 0292 - Bay School | Other Federal | | $300.00 |
| | | Notes: Purchase Solution Tree PLC Support Kit. | | | | |
| | | | | | **Total:** | **$2,590.00** |