

Duval County Public Schools

# Bayview Elementary School



## 2021-22 Schoolwide Improvement Plan

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## Bayview Elementary School

3257 LAKE SHORE BLVD, Jacksonville, FL 32210

<http://www.duvalschools.org/bayview>

### Demographics

**Principal: Claire St.Amand**

Start Date for this Principal: 7/20/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (54%) 2017-18: C (46%) 2016-17: B (55%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan is pending approval by the Duval 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](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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## Bayview Elementary School

3257 LAKE SHORE BLVD, Jacksonville, FL 32210

<http://www.duvalschools.org/bayview>

### 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-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	68%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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### 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.**

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

Name	Position Title	Job Duties and Responsibilities
St. Amand, Claire	Principal	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>6. Collects and analyzes data for continuous school improvement.</li> <li>7. Plans and implements the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.</li> <li>8. Requisitions supplies, textbooks, and equipment; conducts inventories, maintains records, and checks on receipts for such material.</li> <li>9. Prepares and/or supervises the preparation of all required reporting documents, accounting procedures and budgetary expenditures relative to school operations.</li> <li>10. Performs other duties as assigned.</li> </ol>
York, Kelly	Assistant Principal	*See under 1st school leaders
Mathews, Veronica	School Counselor	See under first school leader
Duck, Sheila	Other	*See under first leader
Shimer, Laura	Other	*See under first leader

## Demographic Information

### Principal start date

Monday 7/20/2020, Cla IR E St.Amand

**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.*

**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.*

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

36

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

362

**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	58	57	67	54	51	45	0	0	0	0	0	0	0	332
Attendance below 90 percent	21	19	16	22	21	20	0	0	0	0	0	0	0	119
One or more suspensions	2	1	1	3	1	2	0	0	0	0	0	0	0	10
Course failure in ELA	2	1	1	1	0	0	0	0	0	0	0	0	0	5
Course failure in Math	2	1	1	1	0	0	0	0	0	0	0	0	0	5
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	38	48	60	32	40	25	0	0	0	0	0	0	0	243

**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	21	19	16	22	21	20	0	0	0	0	0	0	0	119

**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	2	1	1	1	1	1	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	2	0	3	0	0	0	0	0	0	0	0	5



**Date this data was collected or last updated**

Tuesday 7/20/2021

**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	56	57	67	54	51	64	0	0	0	0	0	0	0	349
Attendance below 90 percent	21	19	16	22	25	24	0	0	0	0	0	0	0	127
One or more suspensions	4	7	5	2	1	9	0	0	0	0	0	0	0	28
Course failure in ELA	4	4	0	2	1	9	0	0	0	0	0	0	0	20
Course failure in Math	3	4	0	3	0	1	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide ELA assessment	36	49	50	35	18	26	0	0	0	0	0	0	0	214
Level 1 on 2019 statewide Math assessment	38	48	60	32	17	18	0	0	0	0	0	0	0	213

**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	40	47	53	34	17	27	0	0	0	0	0	0	0	218

**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	2	2	0	3	0	0	0	0	0	0	0	0	0	7

**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	56	57	67	54	51	64	0	0	0	0	0	0	0	349
Attendance below 90 percent	21	19	16	22	25	24	0	0	0	0	0	0	0	127
One or more suspensions	4	7	5	2	1	9	0	0	0	0	0	0	0	28
Course failure in ELA	4	4	0	2	1	9	0	0	0	0	0	0	0	20
Course failure in Math	3	4	0	3	0	1	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide ELA assessment	36	49	50	35	18	26	0	0	0	0	0	0	0	214
Level 1 on 2019 statewide Math assessment	38	48	60	32	17	18	0	0	0	0	0	0	0	213

**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	40	47	53	34	17	27	0	0	0	0	0	0	0	218

#### 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	2	2	0	3	0	0	0	0	0	0	0	0	0	7

## 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				41%	50%	57%	37%	50%	56%
ELA Learning Gains				51%	56%	58%	43%	51%	55%
ELA Lowest 25th Percentile				43%	50%	53%	36%	46%	48%
Math Achievement				61%	62%	63%	59%	61%	62%
Math Learning Gains				73%	63%	62%	58%	59%	59%
Math Lowest 25th Percentile				62%	52%	51%	33%	48%	47%
Science Achievement				44%	48%	53%	59%	55%	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
03	2021					
	2019	38%	51%	-13%	58%	-20%
Cohort Comparison						
04	2021					
	2019	30%	52%	-22%	58%	-28%
Cohort Comparison		-38%				
05	2021					
	2019	30%	50%	-20%	56%	-26%
Cohort Comparison		-30%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	43%	61%	-18%	62%	-19%
Cohort Comparison						
04	2021					
	2019	68%	64%	4%	64%	4%
Cohort Comparison		-43%				
05	2021					
	2019	51%	57%	-6%	60%	-9%
Cohort Comparison		-68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	39%	49%	-10%	53%	-14%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

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

Performance Matters, iReady, PMA data

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	5%	20%	54%
	Economically Disadvantaged	5%	20%	50%
	Students With Disabilities	1%	5%	15%
	English Language Learners	1%	1%	1%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	10%	25%	50%
	Economically Disadvantaged	3%	5%	45%
	Students With Disabilities	1%	5%	10%
	English Language Learners	1%	1%	1%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	5	20	54
	Economically Disadvantaged	5	20	50
	Students With Disabilities	1	5	15
	English Language Learners	1	1	1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5	20	54
	Economically Disadvantaged	5	20	50
	Students With Disabilities	1	5	15
	English Language Learners	1	1	1
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	5	18	28
	Economically Disadvantaged	5	18	28
	Students With Disabilities	1	2	10
	English Language Learners	1	1	1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8	24	32
	Economically Disadvantaged	8	24	32
	Students With Disabilities	5	7	12
	English Language Learners	1	1	1

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10	28	34
	Economically Disadvantaged	10	28	34
	Students With Disabilities	7	10	15
	English Language Learners	1	1	1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20	32	40
	Economically Disadvantaged	20	32	40
	Students With Disabilities	10	16	18
	English Language Learners	1	1	1
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34	40	46
	Economically Disadvantaged	34	40	46
	Students With Disabilities	12	15	17
	English Language Learners	1	1	1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22	33	45
	Economically Disadvantaged	22	33	45
	Students With Disabilities	5	6	8
	English Language Learners	1	1	1
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	12	35	52
	Economically Disadvantaged	12	35	52
	Students With Disabilities	6	18	24
	English Language Learners	1	1	1

**Subgroup Data Review**

<b>2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2019-20</b>	<b>C &amp; C Accel 2019-20</b>
SWD	25	40		36	53		27				
ELL											
BLK	19	41		35	53		25				
HSP	38			44							
MUL	38			31							
WHT	48	71		63	64		67				
FRL	34	58		44	58		44				
<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2017-18</b>	<b>C &amp; C Accel 2017-18</b>
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				
<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
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				

**ESSA Data Review**

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	343
Total Components for the Federal Index	7

ESSA Federal Index	
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	55
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	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	41
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	35
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	63
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	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## 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?

Overall ELA achievement showed the lowest performance across subgroups. Due to regression with COVID, we played a lot of catch up with students who are behind a grade level or more.

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

Overall ELA achievement showed the lowest performance across subgroups. Due to regression with COVID, we played a lot of catch up with students who are behind a grade level or more.

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

Overall ELA achievement showed the lowest performance across subgroups. Due to regression with COVID, we played a lot of catch up with students who are behind a grade level or more.

Implementation of new curriculum and BEST standards in K-2, it will set a foundation that our students need. In grades 3-5, students will continue to get standards based instruction and remediation in centers.

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

Science in all components showed the most improvement- based on PMA data. 5th grade students were at 52% proficiency on PMA data at the end of the year.

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



A new science teacher implemented the curriculum with fidelity and hands on projects. Teacher participated in weekly common planning with admin to review data, next steps, and nexts weeks instrunction.

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

Continued implementation of weekling common planning and PLCs, teachers collaborating with each other, implementation of morning circles and affective statements.

**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.**

Achieve 3000 training, circle implementation training, monthly faculty meetings to be led by teacher leaders, book studies

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

Accountability- daily walkthroughs from admin, instrunctional coaches, and colleagues. Monthly faculty meetings will be used to highlight instrunctional leaders in their craft.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Collaborative Planning**

<b>Area of Focus Description and Rationale:</b>	The 2021 5 Essentials Report showed that less than 15% of teachers were able to engage in collaborative practices, which focuses on teachers being able to observe each others' practice, provide feedback, and review assessment data to develop instructional strategies.
<b>Measurable Outcome:</b>	100% of teachers will receive meaningful opportunities through common planning/ professional learning communities once a week starting the week of August 17th through the end of May 2022 to participate in more frequent collaboration with each other to increase effective instruction. 100% of teachers will perform collaborative walks to each other's classroom once a month starting the week of August 17th through the end of May 2022 to observe their peers strengths and take back those strengths to implement in their classroom.
<b>Monitoring:</b>	Completion of teacher feedback form, meeting with teachers during PLCs to review feedback form, sign in sheets for PLCs/ common planning along with completed work.
<b>Person responsible for monitoring outcome:</b>	Claire St. Amand (st.amandc@duvalschools.org)
<b>Evidence-based Strategy:</b>	Teachers, administrators, and coaches/interventionists will participate in weekly common planning sessions to break down the upcoming standards and evaluate the work/ instruction that coincides with making sure it is meeting the Achieve Level Descriptors and item specifications. Teachers, administrators, and coaches/interventionists will participate in monthly collaborative walkthroughs. Teachers, reading interventionst, Media Specialist, and para professionals will participate in two book studies this year with Teach Like a Pirate and Wish My Teacher Knew that were both purchased through Title 1 funds, which will be led by the nedua specialist, also purchased through Title 1 funding,. Para professionals, including the one purchased through Title 1 will use the information learned in the book studies and implement in their classrooms.
<b>Rationale for Evidence-based Strategy:</b>	In the Opportunity Myth, it states that students should be given grade appropriate, standards aligned tasks, assignments and assessments to ensure they are prepared for the state assessments and grade level promotion. In the 5 Essentials Report, it states in schools with strong Collaborative Practices, teachers observe each ther's practice, and work together to review assessment data and develop instructional strategies.

**Action Steps to Implement**

Weekly Common Planning- Instructional personnel will participate in weekly common planning sessions with administration and coaches/ interventionists to review and evaluate weekly standards to be taught, aligned student tasks and assessments. The Reading Coach and Reading Interventionist, purchased through Title 1 funding, will be leading the weekly common planning for reading along with the admin.

**Person Responsible** Claire St. Amand (st.amandc@duvalschools.org)

Standards Based Walkthroughs- School based administration and the reading instructional coach will perform daily walkthroughs to observe standards based student aligned tasks, assessments, and instruction. Observations feedback will be provided along with development of next steps to be discussed and help guide common planning.

**Person Responsible** Claire St. Amand (st.amandc@duvalschools.org)

Aligned student work from previous common planning- will be completed and brought to common planning to review common misunderstandings/ misinterpretations of the standards to plan next steps towards mastery of the standard.

**Person Responsible** Kelly York (yorkk1@duvalschools.org)

Teachers will perform collaborative walks to each other's classroom once a month to observe their peers strengths and take back those strengths to implement in their classroom.

**Person Responsible** Claire St. Amand (st.amandc@duvalschools.org)

**#2. Instructional Practice specifically relating to Standards-aligned Instruction**

<b>Area of Focus Description and Rationale:</b>	<p>The Standards Based Walkthrough tool showed that 50% of the work was aligned to the standard/ FSA. According to the 5 Essentials Survey, specifically collaborative teachers rated weak.</p> <p>Without this in place, ALL students cannot achieve grade level proficiency or mastery</p>
<b>Measurable Outcome:</b>	100% of current core content teachers (ELA, MA, 5th SC) will engage in purposeful weekly standards based common planning with administration. By implementing and holding teachers accountable, the Standards Based Walkthrough tool will show that 75% of the work will be aligned with fidelity by January and 90% of the work aligned with fidelity by April.
<b>Monitoring:</b>	The admin team will be present in all common planning and conduct weekly walkthroughs together while providing turnaround feedback and next steps to the teachers. Coaches will also complete walkthroughs to guide what support is needed.
<b>Person responsible for monitoring outcome:</b>	Claire St. Amand (st.amandc@duvalschools.org)
<b>Evidence-based Strategy:</b>	Teachers, administrators, and coaches/interventionists will participate in weekly common planning sessions to break down the upcoming standards and evaluate the work/ instruction that coincides with making sure it is meeting the Achieve Level Descriptors and item specifications. Teachers in grades 3-5 ELA will also focus on Achieve data, Math will focus on STAR and iReady, and science data to help drive instruction.
<b>Rationale for Evidence-based Strategy:</b>	In the Opportunity Myth, it states that students should be given grade appropriate, standards aligned tasks, assignments and assessments to ensure they are prepared for the state assessments and grade level promotion.

**Action Steps to Implement**

Weekly Common Planning- Instructional personnel will participate in weekly common planning sessions with administration and coaches/ interventionists to review and evaluate weekly standards to be taught, aligned student tasks and assessments.

**Person Responsible** Claire St. Amand (st.amandc@duvalschools.org)

Standards Based Walkthroughs- School based administration and the reading instructional coach will perform daily walkthroughts to observe standards based student aligned tasks, assessments, and instruction. Observations feedback will be provided along with development of next steps to be discussed and help guide common planning.

**Person Responsible** Claire St. Amand (st.amandc@duvalschools.org)

Aligned student work from previous common planning- will be completed and brought to common planning to review common misunderstandings/ misinterpretations of the standards to plan next steps towards mastery of the standard.

**Person Responsible** Claire St. Amand (st.amandc@duvalschools.org)

Student data (Achieve, STAR, iReady, end of unit assessments, exit tickets) will be reviewed during common planning to plan next steps.

<b>Person Responsible</b>	Claire St. Amand (st.amandc@duvalschools.org)
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**#3. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	<p>Based on 2021-22 data, ELA was identified as a critical need. Students at our school need support with learning the foundational skills of how to read and also understanding the content they are reading. As an Area of Focus, student success in ELA progress will also increase student achievement in other subject areas.</p> <p>o The percentage of students in grades 3-5, below Level 3 on the 2021 statewide, standardized English Language Arts assessment are as follows: 3rd grade is 71%, 4th grade is 83%, and 5th grade is 61%.</p> <p>o The percentage of students in kindergarten through grade 3, based on 2020-2021 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized grade 3 English Language Arts assessment is as follows: 1st - 80% and 2nd - 73%</p>
<b>Measurable Outcome:</b>	<p>K-5 data:            *Increase percentage of K-2 students scoring "At Grade Level" or above by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.            *Increase percentage of 3 -5 grade students scoring Level 3 on the 2022 statewide, standardized English Language Arts assessment by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.</p>
<b>Monitoring:</b>	<p>Our school leadership team, district content specialist support, and Supplemental Instructional APs will review ELA data from district assessments.</p>
<b>Person responsible for monitoring outcome:</b>	<p>Claire St. Amand (st.amandc@duvalschools.org)</p>
<b>Evidence-based Strategy:</b>	<p>Data Driven Lesson Planning: Understanding where students are with mastery of standards, using data from informal and formal assessments, planning clear objectives, implementation, and checking for understanding when lesson planning.</p> <p>Small Group/Differentiated Instruction: Based on data, breaking groups of students into smaller groups to ensure Tier II support is given. Not all students are on the same level, but all standards must be mastered. Small group instruction will allow teachers to meet students at their level to support their needs.</p> <p>Progress Monitoring: Ensuring whole group lessons, interventions, and assessments are done with fidelity. Checking effectiveness from student data.</p> <p>Instructional Reviews with Action Plans: Collecting data from classrooms</p>

in real time and providing immediate and clear feedback for teachers and school leadership teams to work together to ensure effectiveness.

Data-driven Lesson Planning: Effective lesson planning requires teachers to determine three essential components such as the objective, the implementation, and a reflection. <https://www.ascd.org/el/articles/howto-plan-effective-lessons>

Small Group/Differentiated Instruction: Small group instruction is the key to data-driven results and is the gateway to meeting the needs of all learners. <https://www.ascd.org/el/articles/turn-small-reading-groups-intobig-wins>

### Rationale for Evidence-based Strategy:

Progress Monitoring: Student progress monitoring helps teachers evaluate how effective their instruction is, either for individual students or for the entire class. <https://www.ascd.org/el/articles/how-student-progressmonitoring-improves-instruction>

Instructional Reviews with Action Plans: The implementation review is a plan designed to 1) recognize accomplishments, 2) track actions, 3) measure implementation impact, 4) evaluate the plan, 5) determine next steps. It may be used by the school alone or with the assistance of the support lead. <https://institutionalresearch.syr.edu/what-we-do/student-ratings/creating-an-action-plan/action-plan-teachingstrategies/>

### Action Steps to Implement

Ensure teachers are equipped and comfortable with all four strategies listed above. Professional Development during Early Release Days and Common Planning will be essential for Leadership to support teachers. Based on observational data and teacher feedback, PD topics will be set before each Early Release and Common Planning.

**Person Responsible** Claire St. Amand ([st.amandc@duvalschools.org](mailto:st.amandc@duvalschools.org))

During Common Planning and individual teacher data chats, specific data pertaining to ELA reading and student success will be discussed and analyzed to ensure we are monitoring progress.

**Person Responsible** Claire St. Amand ([st.amandc@duvalschools.org](mailto:st.amandc@duvalschools.org))

Give immediate feedback on any observations/walkthroughs conducted by state support, school leadership, district content specialists, and district leadership.

**Person Responsible** Claire St. Amand ([st.amandc@duvalschools.org](mailto:st.amandc@duvalschools.org))

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

**The data in the report is for the 2019-2020 school year. Neither myself nor my administration/ leadership team were present at Bayview that school year. However, during the 2020-2021 school year, we put rituals and routines in place for all possible scenerios and situations. This is evident through our data where we only had 56 refewrrals out of 336 students where only four students were suspended for a day.**

### 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.

The school invites all stakeholders to work together via parent nights, SAC, PTA, and workshops along with various forms of communication such as Class Dojo, FOCUS, school website, and flyers to build a positive school culture and environment.

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

Every adult at Bayview is a stakeholder and is expected to participate in parent nights along with stay in constant communicatio with the stakeholders be it positing items on Class Dojo, the web director posting information on our website, the front office ladies answering phones sharing information- everyone is responsible.

### Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00



Total:	\$0.00
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