Bay Vista Fundamental Elementary School

2022-23 Schoolwide Improvement Plan

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Bay Vista Fundamental Elementary School

5900 DR MARTIN L KING ST S, St Petersburg, FL 33705

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

Demographics

Principal: Donna Hall

Start Date for this Principal: 7/1/2019

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	50%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (64%) 2018-19: A (67%) 2017-18: A (64%)
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.](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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	No	50%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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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.

Our mission at Bay Vista Fundamental is to educate all learners to become successful, productive members of society by providing a safe, positive learning community.

Provide the school's vision statement.

100% Student Success

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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

Demographic Information

Principal start date
Monday 7/1/2019, Donna Hall

Number of teachers with a 2022 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.*
6

Number of teachers with a 2022 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.*
8

Total number of teacher positions allocated to the school
42

Total number of students enrolled at the school
583

Identify the number of instructional staff who left the school during the 2021-22 school year.
3

Identify the number of instructional staff who joined the school during the 2022-23 school year.
5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	93	98	93	103	96	85	0	0	0	0	0	0	0	568
Attendance below 90 percent	18	12	15	14	15	19	0	0	0	0	0	0	0	93
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in ELA	0	1	5	1	1	2	0	0	0	0	0	0	0	10
Course failure in Math	0	2	4	2	8	1	0	0	0	0	0	0	0	17
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	12	7	4	0	0	0	0	0	0	0	23
Level 1 on 2022 statewide FSA Math assessment	0	0	0	9	8	9	0	0	0	0	0	0	0	26
Number of students with a substantial reading deficiency	0	0	1	12	7	4	0	0	0	0	0	0	0	24

Using the table above, complete the table below with the number of students by current grade level who have 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	1	2	7	6	8	8	0	0	0	0	0	0	0	32

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	1	0	0	0	0	0	0	0	0	0	1
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 6/22/2022

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	108	104	106	101	103	102	0	0	0	0	0	0	0	624
Attendance below 90 percent	9	6	8	5	7	10	0	0	0	0	0	0	0	45
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	1	18	3	6	3	0	0	0	0	0	0	0	31
Course failure in Math	0	1	18	3	6	3	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	23	0	0	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA Math assessment	0	0	0	16	0	0	0	0	0	0	0	0	0	16
Number of students with a substantial reading deficiency	24	20	6	0	0	0	0	0	0	0	0	0	0	50

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	5	0	0	0	0	0	0	0	6

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	0	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	108	104	106	101	103	102	0	0	0	0	0	0	0	624
Attendance below 90 percent	9	6	8	5	7	10	0	0	0	0	0	0	0	45
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	1	18	3	6	3	0	0	0	0	0	0	0	31
Course failure in Math	0	1	18	3	6	3	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	23	0	0	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA Math assessment	0	0	0	16	0	0	0	0	0	0	0	0	0	16
Number of students with a substantial reading deficiency	24	20	6	0	0	0	0	0	0	0	0	0	0	50

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	5	0	0	0	0	0	0	0	6

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	0	0	0	0	0	0	0	0	0	0	0	0	2
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	69%	55%	56%				68%	54%	57%
ELA Learning Gains	76%						75%	59%	58%
ELA Lowest 25th Percentile	52%						67%	54%	53%
Math Achievement	70%	51%	50%				74%	61%	63%
Math Learning Gains	72%						70%	61%	62%
Math Lowest 25th Percentile	51%						54%	48%	51%
Science Achievement	60%	62%	59%				61%	53%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	54%	56%	-2%	58%	-4%
Cohort Comparison		0%				
04	2022					
	2019	75%	56%	19%	58%	17%
Cohort Comparison		-54%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	74%	54%	20%	56%	18%
Cohort Comparison		-75%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	58%	62%	-4%	62%	-4%
Cohort Comparison		0%				
04	2022					
	2019	82%	64%	18%	64%	18%
Cohort Comparison		-58%				
05	2022					
	2019	82%	60%	22%	60%	22%
Cohort Comparison		-82%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	61%	54%	7%	53%	8%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	59	79		52	71						
ASN	90			90							
BLK	50	63	55	50	61	52	43				
HSP	79	75		70	80						
MUL	73			90							
WHT	83	90		87	78		78				
FRL	53	58	50	53	58	50	43				

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
SWD	35	47	54	38	24	31	12				
BLK	42	44	38	50	46		43				
HSP	76			68	70		70				
MUL	58			46							
WHT	80	66		78	46	9	67				
FRL	43	51	41	46	41	25	41				
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	24	59	60	36	47	40					
BLK	55	63	60	64	64	50	31				
HSP	73	72		74	89						
WHT	78	86	81	81	68	55	82				
FRL	53	63	61	66	66	57	32				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	450
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	65
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

English Language Learners	
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	90
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	76
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	82
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	83
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	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Post-Covid, our 2021 proficiency data in both ELA and Math decreased, as well as our overall learning gains. The gains among our lowest 25 percent of students were impacted the most especially in Mathematics where only 24% demonstrated gains. As a result of targeting these deficiencies, our 2022 trend data shows improvement across all content areas. Our gains and proficiency levels are now approaching or meeting our pre-Covid data. 2022 ELA proficiency has increased from 62% to 69%. 2022 Math proficiency has increased from 64% to 70%.

Our L25 gains in Math have more than doubled from 24% to 53%. Likewise, our overall Math learning gains increased from 50% to 71%. Overall Learning Gains in ELA increased from 59% to 75% with our lowest 25 percent of students increasing from 46% to 50%.

Past SSA performance at Bay Vista has been inconsistent and has not aligned with district expectations. The trend data has demonstrated decreases in overall proficiency for the past several years. Our data is trending upward for the first time since 2019 with a proficiency increase from 56% to 60%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

While our 2022 Grade 3 ELA FSA data demonstrates a 5% increase from 2021, it is the lowest proficiency level among tested grades at 59%. Trend data across the elementary career for this cohort of students has been consistent with their 2022 performance.

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

ELA trend data across the elementary career for our current fourth-grade students has been consistent with their 2022 performance on FSA. This cohort of students' phonics and foundational skills were negatively impacted by their online/simultaneous learning environments during their first and second-grade years. In response to this trend data, this cohort of students will receive continued intensive reading and increased writing supports in the 2022/23 school year

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

ELA progress monitoring throughout the year demonstrates our fifth graders have demonstrated significant growth since their 2021 FSA ELA. These same students performed at 59% proficiency in 2021 and 2022 FSA ELA data demonstrate an increase by 13 percentage points to 72% proficiency.

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

In response to this data, this cohort of students received increased intensive reading support which included Walk-to-Read as well as targeted small writing groups. Data was routinely monitored and instruction was adjusted to meet the needs of students.

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

ELA -
-Strategically focus on K-2 teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, feedback, etc.
-Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback. The most important component of the literacy block is ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback.
-Continued use of higher-order questioning to extend student thinking and engagement with content.

MATH -
-Math block will include rigorous, grade-level content, purposeful practice, and enrichment to accelerate learning.
-Planned questioning to deepen student thinking and understanding of math concepts.

SCIENCE -
-Implement and monitor science academic gaming based on data, with a priority focus on the 60 Power Words and other related vocabulary based on grade level standards.
-Utilize diagnostic data to identify instructional resources to support the ongoing review and expansion of learning with an emphasis on informational text and academic vocabulary.
-Data chats with a focus on L25 (Grades 4-5) students.
-Differentiation/Clustering Model for all learners through adapting content, thinking skills, question strategies, resources, and/or objectives.
-Enhance staff capacity to identify critical content from Standards in alignment with district resources.
-Vertical articulation among grade levels,
-Spiral Review and coaching cycles based on spiral review data
-Targeted Extended Learning Programs (ELP) and Enrichment Clubs to meet the needs in all content areas.

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.

Work with teachers to sustain a culture of openness and feedback, including ongoing professional development, coaching cycles/lesson studies, learning walks with teacher-to-teacher feedback, collaborative unit planning, and targeted learning walks in model classrooms.

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

Some of the services to be implemented to ensure sustainability of improvement include:
-Extended Learning Program (ELP) including remediation and enrichment offerings
-Coaching provided by Curriculum Specialist
-Ongoing data chats (every 4-6 weeks)
-Monitoring formative assessments

-Ongoing teacher data mining using formative assessments with fidelity
-Increasing staff capacity in Micro-Credential Gifted Certification
-Encourage new teachers to complete Kognito/SEL training
-All staff members will continue to obtain additional mental health and SEL training.
-Ongoing professional development by teacher leaders with a focus on questioning strategies for increased depth and complexity
-Ongoing professional development of district equity initiatives

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Standards-based data (FSA and SSA) from the 21/22 school year shows students performing at 69% proficiency in ELA, 70% proficiency in Math, and 60% proficiency in Science, respectively. The gap is occurring because of inconsistency of rigorous instructional strategies aligned to the Florida Standards at the appropriate taxonomy level. We expect our performance level to be 80% by 2023. If the level of rigor and frequency of cognitively complex tasks would occur, student proficiency will occur. Our current level of performance among Black students is 50% proficiency in Grades 3-5, as evidenced by 2022 FSA ELA scores. The problem/gap is occurring because 50% of our Black students in Grades 3-5 are lacking foundational skills required by the demands of the standards/benchmarks at their current level.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The percentage of students achieving proficiency in ELA will increase 11% from 69% to 80% as measured by Florida's Assessment of Student Thinking (FAST). The percentage of students achieving proficiency in Math will increase 10% from 70% to 80% as measured by Florida's Assessment of Student Thinking (FAST). The percentage of students achieving proficiency in Science will increase 20% from 60% to 80% as measured by the SSA. The percentage of Black students achieving ELA proficiency will increase from 50% to 80%, as measured by the Florida Assessment of Student Thinking (FAST).
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Walk-throughs, Lesson Plans, District Assessments, Running Records, ISIP/ Istation, Dreambox usage, Formative Assessments, Fall/Winter Diagnostic Assessment
Person responsible for monitoring outcome:	Donna Hall (halldonn@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1.Gain a deep understanding of the B.E.S.T. Standards/NGSSS as a non-negotiable for improving student outcomes. 2. Utilize curricular materials to create a common foundations of standards-aligned rigorous expectations for all students. 3. Monitor whole-group and small-group instruction to ensure instruction is rigorous and implemented according to evidence-based principles. 4. Develop a Professional Learning Plan that results in improved practice and better student outcomes. 5. Celebrate students' growth with regards to goal setting and academic progress to encourage the use of high-yield strategies and ensure continuous academic growth. 6. Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies and practices. 7. Ensure Black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources.
Rationale for Evidence-based	If we effectively implement high-leverage strategies which support standards-based planning and instruction, rigorous student-centered instruction, differentiated

Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	instruction, culturally relevant strategies, and ongoing professional development, the percentage of students achieving proficiency will increase from 69% to 80% in ELA, 70% to 80% in Math,60% to 80% in Science, 50% to 80% in ELA among Black students.

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

1. Purposefully combine/stack standards and benchmarks to support learning so that a benchmark is spotlighted and supporting benchmarks (such as ELA Expectations/MTRs) that enhance instruction are incorporated in the lesson to meet the demands of the spotlighted benchmark.

2. Provide all students with consistent opportunities to engage in complex, grade-level content and activities related to the rigor of the standard/benchmark.

3. Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, as well as extensions/more advanced texts for students above the benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data.

Person Responsible	Donna Hall (halldonn@pcsb.org)

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

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

6. Empower teacher leaders to create/sustain a culture of collaboration, feedback, and openness including ongoing professional development, teacher-to-teacher feedback, learning walks, and establishing demonstration/model classrooms at each grade level where teachers learn from and inspire one another (TDEs for fishbowl lessons at each grade level or cross-grade level that include a pre- and post-session with a specific goal in mind).

Person Responsible	Donna Hall (halldonn@pcsb.org)

7. Provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis that addresses gaps in student learning (formative assessments, common exit tickets, evidence of student learning, pre-requisite assessments, and Unit Assessments)

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

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

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

Person Responsible   Donna Hall (halldonn@pcsb.org)

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

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

Person Responsible   Donna Hall (halldonn@pcsb.org)

#2. Positive Culture and Environment specifically relating to Family Engagement	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Limiting the number of opportunities for families to earn meeting credit through attendance/volunteering causes an increase of families referred to IAC. If families have an increased stake in the school community as a whole, then trust and willingness to participate will be evident. This can be accomplished by offering more family engagement/volunteer opportunities that also meet fundamental meeting requiirements.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The percentage of parents/families referred to IAC for missed meetings will decrease to less than 4% of our family population.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Meeting cards, IAC Referrals
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Effectively communicate with families about their students' progress and school processes/practices. 2. Provide academic tools to families in support of their students' achievement at home. 3. Purposefully involve families with opportunities for them to advocate for their students. 4. Intentionally build positive relationships with families.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Families that have increased communication and opportunities within the school environment will feel a greater sense of trust and willingness to participate.

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

1. Conferences three times a year to instruct families on how to use the Personal Learning Pathways Program to individualize instruction and fill in academic gaps. Weekly Messages, Monthly Newsletters and Monthly Meeting/Volunteer Choices to meet fundamental meeting requirements. Ongoing family engagement initiatives to include: One School One Book (OSOB), Fall Festival, Treat Trail, Pumpkin Auction, Movie Night, Family Dinner Night, Grandparents Day, Popsicles in the Park, Boohoo-Woohoo Breakfast, Volunteer Opportunities, Jaguar Jog, Color Run, Spirit Nights, Literacy Night, Science Night,

Math Night, Ice Cream Social, Be My Valentine Dance, Holiday Challenges.

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

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

Person Responsible   Donna Hall (halldonn@pcsb.org)

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

Person Responsible   Donna Hall (halldonn@pcsb.org)

#3. Positive Culture and Environment specifically relating to Positive Behavior Intervention Supports	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our current level of behavior infractions issued for the second semester of the 2021/2022 school year is 193.If we continue educate students and staff on our SWBP/PBIS and Restorative Practices, the number of behavior infractions and other disciplinary actions will lessen.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Our level of performance in the second semester of the 2021/2022 school year was 193 behavior warnings/infractions. As a result of all instructional staff implementing the Responsive Classroom Approach and our SWBP/PBIS, behavior infractions will be reduced by 30% or 58 behavior infractions.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Infraction monitoring Tool, STOIC Walkthroughs, walkthroughs, Lesson Plans
Person responsible for monitoring outcome:	Donna Hall (halldonn@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Expectations and rules are developed and effective procedures for dealing with discipline are reinforced. 2. Expectations for students are clearly defined, taught, and reinforced.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Strategies and actions are based on research and evidence-based nationally recognized programs (PBIS Restorative Practices, Responsive Classroom). The specific strategies and actions within our SIP were selected to match our school-specific needs based on our review of data.

Action Steps to Implement

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

1. Instructional staff will be trained on the Responsive Classroom Approach and how to develop lesson plans to teach and re-teach expectations. Instructional staff will participate in a Responsive Classroom Book study: The First Six Weeks of School.

2. During monthly grade PLC meetings, all classroom teachers will develop a notebook of resources to teach and reteach classroom expectations.

3. PBIS Team will add to a bank of resources for teachers to use to teach Guidelines for Success.

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

Person Responsible	Donna Hall (halldonn@pcsb.org)

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

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

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

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

Person Responsible   Donna Hall (halldonn@pcsb.org)

9. Behavior infraction data will be disaggregated by student demographic to identify any disparities. SBLT will utilize data for problem-solving. Data will be shared with staff.

Person Responsible   Donna Hall (halldonn@pcsb.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Bay Vista Fundamental strives to establish and maintain a school culture of acceptance, tolerance and respect. We use staff meetings, assemblies, class and parent meetings, newsletters to families, the school website, and the student handbook to establish a positive climate at school. We reinforce positive social interactions and inclusiveness through our School-Wide Behavior Plan (SWBP) and Guidelines for Success (GFS).
Additionally, this year we will implement the Responsive Classroom model which is an evidence-based approach to teaching and discipline that focuses on engaging academics, positive community, effective management, and developmental awareness.

Guidelines for Success:
We are the Bay Vista Jaguars - J-A-G-U-A-R-S!
J-Just believe in yourself
A-Always be responsible
G-Give your best effort
U-Understand others

A-Appreciate your environment
R-Respect is expected
S-Support fellow Jaguars!

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

Family and community involvement are highly valued at Bay Vista Fundamental. Through high family involvement in PTA and SAC, the school is aware of the student make up and culture. We host a Meet & Greet annually, prior to school starting, where students and families get to meet the teachers and staff. This meeting is also used to communicate goals and solicit support for school initiatives. We will continue these efforts this year. Our
goal is to reinforce confidence in parents that together we can meet the needs of our students.

It is an expectation that staff will:
• know school Guidelines for Success
• be fair, positive, and, consistent
• keep classrooms orderly
• build positive relationships and get to know student needs and motivators
• treat students with the same respect that is expected from them

We found that regular and on-going communication, through newsletters, frequent Connect Ed messages and our
school website, were effective in garnering the support of our families and the community. We will communicate events and positive news in our newsletters and other media. We will work with our PTA and community partners to host family engagement activities that allow the school and business communities to come together and further develop those relationships within the school and community. This year there will be a focus to increase our community partnership base. Students also participate in philanthropic efforts through a canned food
drive, Pennies for Pasta, and Holiday Toy Drive for needy kids. All efforts work together to strengthen the positive relationships between family, school, and community while providing the best education for our students.