Bay Meadows Elementary

2022-23 Schoolwide Improvement Plan

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Bay Meadows Elementary

9150 S APOPKA VINELAND RD, Orlando, FL 32836

https://baymeadowses.ocps.net/

Demographics

Principal: Joann Dorries

Start Date for this Principal: 6/29/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	36%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (63%) 2018-19: B (54%) 2017-18: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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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 PK-5	No	36%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

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
Dorries, Joann	Principal	* Sets the vision, mission and expectations for the school as aligned with the district objectives. * Manages all operations and functions of the school consistent with district goals. * Develops and administers policies that provide a safe and effective learning environment. * Is visible in the school community and recognized as the educational leader. * Promotes, maintains and monitors student achievement by providing curricular and instructional leadership * Uses a variety of problem solving techniques and decision making skills to resolve problems. * Communicates and interacts effectively with all stakeholders in the community. * Provides effective actionable feedback that promotes teacher growth and expertise, and facilitate discussions focused on progress monitoring data.
Hinton, Tami	Assistant Principal	* As delegated by the principal, manages the daily operations and functions of the school consistent with district policy and district priorities. * Administers policies that provide a safe and effective learning environment. * Communicates the school's vision, mission and priorities to the community * Serves as a member of the principal's leadership team and participates in the school's planning, development and evaluation. * Communicates and interacts effectively with all stakeholders in the community. * Assists the principal to develop and facilitate school initiatives, monitor student achievement and instructional delivery of the standards. * Provides effective actionable feedback that promotes teacher growth and expertise, and facilitate discussions focused on progress monitoring data.
Fillenwarth, Mandy	Instructional Coach	* Monitors implementation of standards-based instruction. * Hold weekly meetings with Professional Learning Communities (PLCs) and meets individually with teachers supporting lesson planning. * Provides coaching cycles and support for teachers with a focus in math/ science and STEAM integration. * Coach teachers in instructional practices that facilitate the instructional shifts. * Facilitates the MTSS process and interventions. * Serves as magnet coordinator and STEAM coordinator.
Delvillar, Angela	Other	* Monitors implementation of standards-based instruction. * Hold weekly meetings with Professional Learning Communities (PLCs) and meets individually with teachers supporting lesson planning. * Provides coaching cycles and support for teachers with a focus in ELA and

Name	Position Title	Job Duties and Responsibilities
		STEAM integration. * Coach teachers in instructional practices that facilitate the instructional shifts. * Facilitates the MTSS process and interventions. * Serves as test coordinator and professional development lead.
Walls, Chrain	Staffing Specialist	* Schedules meetings for the IEP team members to convene and discuss students. * Oversees compliance with initial placements, annual reviews and reevaluations of students receiving ESE & 504 services. * Work with teachers and families to best meet students' needs. * Serves as the team leader for the ESE department. * Curriculum Compliance Teacher (CCT). * Facilitates and monitors services for ELLs and organizes Multilingual Parent Leadership Council (MPLC) meetings.
Gifford, Julie	Instructional Media	* Provides access to reading and research material through the media center. * Supports technology and textbook resources for the school. * Supports the implementation of digital learning. * Provides standards-based media lessons for K-5 students. * Communicates with all stake-holders maintaining the school website and student body Canvas course.
Kelly Gallagher, Eileen	School Counselor	* Facilitates individual and group counseling. * Supports classroom guidance, and Child Safety Matters. * Serves as McKinney-Vento program coordinator. * Supports MTSS process related to behavior interventions.

Demographic Information

Principal start date
Wednesday 6/29/2022, Joann Dorries

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.*
11

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.*
1

Total number of teacher positions allocated to the school
50

Total number of students enrolled at the school
699

Identify the number of instructional staff who left the school during the 2021-22 school year.
5

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	116	128	125	110	90	128	0	0	0	0	0	0	0	697
Attendance below 90 percent	4	36	26	23	22	32	0	0	0	0	0	0	0	143
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	3	1	0	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	6	24	0	0	0	0	0	0	0	31
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	6	16	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	0	0	0	1	6	24	0	0	0	0	0	0	0	31

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	0	0	0	1	5	16	0	0	0	0	0	0	0	22

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	1	0	0	2	0	0	0	0	0	0	0	0	0	3
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
Friday 7/29/2022

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	123	112	126	102	115	105	0	0	0	0	0	0	0	683
Attendance below 90 percent	2	7	18	12	15	17	0	0	0	0	0	0	0	71
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	3	3	0	0	0	0	0	0	0	6
Course failure in Math	0	0	0	0	1	5	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	0	0	0	0	0	6	0	0	0	0	0	0	0	6

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	1	3	8	0	0	0	0	0	0	0	12

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	1	1	0	1	0	0	0	0	0	0	0	0	0	3
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	123	112	126	102	115	105	0	0	0	0	0	0	0	683
Attendance below 90 percent	2	7	18	12	15	17	0	0	0	0	0	0	0	71
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	3	3	0	0	0	0	0	0	0	6
Course failure in Math	0	0	0	0	1	5	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	0	0	0	0	0	6	0	0	0	0	0	0	0	6

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	1	3	8	0	0	0	0	0	0	0	12

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	1	1	0	1	0	0	0	0	0	0	0	0	0	3
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	72%	56%	56%				72%	57%	57%
ELA Learning Gains	65%						62%	58%	58%
ELA Lowest 25th Percentile	41%						45%	52%	53%
Math Achievement	76%	46%	50%				69%	63%	63%
Math Learning Gains	73%						47%	61%	62%
Math Lowest 25th Percentile	44%						25%	48%	51%
Science Achievement	71%	61%	59%				59%	56%	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	77%	55%	22%	58%	19%
Cohort Comparison		0%				
04	2022					
	2019	69%	57%	12%	58%	11%
Cohort Comparison		-77%				
05	2022					
	2019	61%	54%	7%	56%	5%
Cohort Comparison		-69%				

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	75%	62%	13%	62%	13%
Cohort Comparison		0%				
04	2022					
	2019	77%	63%	14%	64%	13%
Cohort Comparison		-75%				
05	2022					
	2019	52%	57%	-5%	60%	-8%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	57%	54%	3%	53%	4%
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	33	33	27	27	33	25					
ELL	53	59	37	63	69	38	60				
ASN	86	77		90	83		79				
BLK	63	56		56	65						
HSP	59	56	29	66	65	32	61				
MUL	71			79							
WHT	81	69	62	84	77	73	86				
FRL	65	55	32	62	60	42	62				

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	8			22							
ELL	48	56		53	69		50				
ASN	84	78		84	78		81				
BLK	57			33							
HSP	64	73		58	68		64				
MUL	67			53							
WHT	80	80		74	63		91				
FRL	60	77	58	52	48	23	66				

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	7			21							
ELL	57	67	64	60	45	35	58				
ASN	85	78		81	70		76				
BLK	42	25	20	35	20	27	17				
HSP	63	52	57	59	43	23	55				
MUL	82			64							
WHT	80	72	50	80	50		66				
FRL	59	57	53	50	38	23	51				

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)	TSI
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	496

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	83
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	60
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	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	75
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	76
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	54
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?

Bay Meadows improved the overall school rating from a B in 2019 to an A in 2022. Math proficiency, learning gains and math lowest quartile all increased from both 2019 (pre-pandemic) and 2021 assessments. ELA proficiency, learning gains and lowest quartile decreased from 2021; however proficiency was the same from 2019 and lowest quartile data increased as compared to 2019 assessments. Subgroup data for BLK, MUL and SWD increased from 2021; however SWD remain significantly below average.

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

Increasing learning gains of the lowest 25% in ELA and Mathematics for SWD, ELL, HSP and FRL subgroups demonstrate the greatest needs for improvement.

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

Several contributing factors may have impacted the growth with learning gains and lowest quartile students. Students, teachers and instructional support staff continued to have absences due to COVID19 and/or exposure creating longer than usual missed days from school and instruction. In addition, SWD had missed minutes during the first quarter of the year.

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

Achievement and learning gains for SWD and BLK students in both ELA and mathematics showed the most improvement.

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

Adjustments with instructional monitoring and the MTSS process have had a positive impact for early identification of students needing foundational skills remediation and the implementation of targeted instruction.

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

The MTSS process for early intervention and monitoring will be used to target students based upon beginning of the year data collection. Monitoring progress through various progress monitoring systems to triangulate data and identify specific areas for improvement through math and ELA interventions will accelerate learning.

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.

A review of the MTSS process and systems will be implemented at the beginning of the year. Teachers will review student records during the first weeks of school. Professional development will focus on data analysis and understanding reports available with the iReady program to support targeted instruction.

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

This year we will focus on student acceleration. Interventions will focus on closing gaps for level 2 students through push-in/pull-out groups throughout the day in addition to after school tutoring of level 2 students.

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 ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	ELA proficiency was at 72% and math proficiency was 76%. Learning gains for mathematics was greater. Targeted instruction of level two students will increase the overall proficiency of Bay Meadows students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Bay Meadows will achieve 75% proficiency in ELA on the spring '23 Florida Assessment of Student Thinking. This will be a 3% increase in the overall proficiency for 3rd, 4th and 5th grade students.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored weekly through instructional focus walks conducted by school-based coaches and administration. Additionally, student achievement data will be monitored at regular school-based data meetings using FAST progress monitoring, iReady and common assessments.
Person responsible for monitoring outcome:	Joann Dorries (joann.dorries@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will effectively implement small group instruction focused on student deficiencies based on diagnostic and common assessments to increase student achievement.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	This strategy was selected to ensure student deficiencies are addressed during intervention and small group instruction in order to close the achievement gap.

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.	
Data analysis and action-plan development for all students based upon diagnostic data.	
Person Responsible	Mandy Fillenwarth (miranda.fillenwarth@ocps.net)
Utilize a consistent framework for intervention, including appropriately aligned resources, providing small group instruction daily to targeted students and focus on their areas of deficiency.	
Person Responsible	Joann Dorries (joann.dorries@ocps.net)
Provide after school tutoring for students identified as tier 2 students for ELA.	
Person Responsible	Tami Hinton (tami.hinton@ocps.net)
Classroom walkthroughs are conducted regularly and ELA feedback is provided; when needed, adjustments are made in common planning/PLCs.	
Person Responsible	Joann Dorries (joann.dorries@ocps.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The learning gap between SWD and other sub-groups remains significant but has begun to show improvement. Bay Meadows SWD have increased overall proficiency in ELA from 7% in 2019 to 33% in 2022. Learning gains and lowest quartile gains went from 0% in 2019 to 33% (LG) and 27% (LQ) in 2022.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	SWD will achieve 45% proficiency in ELA on the spring '23 Florida Assessment of Student Thinking.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Student data will be monitored through the MTSS process with specific meetings with ESE instructional staff.
Person responsible for monitoring outcome:	Joann Dorries (joann.dorries@ocps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Individualized or intensive supports will be used to increase the proficiency for students with disabilities. Targeted supports based upon IEP goals will be provided through resource classroom instruction.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Students benefit from intensive supports designed to meet specific learning needs. Through the MTSS process and evaluation determinations identify specific learning goals necessary to close learning gaps and mastery of foundational skills.

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.

Consistent progress monitoring with data tracking between classroom teachers, interventionists and resource teacher.

Person Responsible	Chrain Walls (walls.chrain@ocps.net)

Use of "Wonders" curriculum including leveled readers and center cards to differentiate instruction and provide targeted instruction for students with disabilities.

Person Responsible	Mandy Fillenwarth (miranda.fillenwarth@ocps.net)

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.

In order to establish a positive school culture and climate, Bay Meadows ES engages in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success.
Through a distributive leadership model, we use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, Bay Meadows ES will use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. The school leadership teams collaborate with students, staff, and families, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

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

Creating a positive school culture through collaborative efforts among staff, parents and students is key to increasing academic growth for students. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. By incorporating parents as partners in their children's education as well as increase the opportunities for all stakeholders to better communicate, the school will produce the positive environment needed to foster learning. Parents and community members are invited to join ADDitions, PTA and SAC. Bay Meadows will increase community support through Partners in Education. Students are encouraged to participate in after school clubs for opportunities that will facilitate the development of enjoyment in the school process, leadership skills and ownership of the school community. The school will add a quarterly recognition aligned to this year's theme - Bay Meadows has S.W.A.G. (Students working to achieve greatness). Students will be recognized for achieving academic or behavioral goals. Collaboration between grade levels with paired "buddy classes" will foster collaboration and mentoring between students and build school community. Students will participate in activities focused on the monthly character trait focus. The school will use grade level Project Showcase events to foster positive recognition of learning integration through STEAM.