Bay School

2022-23 Schoolwide Improvement Plan

Table of Contents

Bay School

118 GILMORE ST, Santa Rosa, FL 32459

[no web address on file]

Demographics

Principal: Pam Jones

Start Date for this Principal: 7/25/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK
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)	34%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Walton County School Board on 9/20/2022.

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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Bay School

118 GILMORE ST, Santa Rosa, FL 32459

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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	No	34%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

Year

Grade

School Board Approval

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SIP Authority

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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.

To provide high quality education in a safe, positive, and inclusive environment that builds a foundation for life-long learning.

Provide the school's vision statement.

100% of Bay school students will be Kindergarten ready while providing a safe, positive learning environment based on each students' individual needs.

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
Jones, Pam	Principal	Mrs. Jones is the Principal of Bay School and the administrator for the WCSD VPK Program. As Bay School's instructional leader, she will support and hold staff accountable for the implementation of the School Improvement Plan.
Wheatley, Cassie	Teacher, PreK	Ms. Wheatley will chair Bay School's 22-23 School Improvement Team and the 22-23 Math Team.
Simpson, Amy	Teacher, PreK	Ms. SImpson will chair our Parent Involvement Team and serve as the Professional Learning Facilitator for the 22-23 School Year
Gray, Monica	Teacher, PreK	Ms. Gray will chair Bay School's Safety Team for the 22-23 school year.
Motter, Heather	Teacher, PreK	Ms. Motter will chair Bay School's ELA Team for the 22-23 school year.

Demographic Information

Principal start date
Monday 7/25/2022, Pam Jones

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.*

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.*

Total number of teacher positions allocated to the school
11

Total number of students enrolled at the school
143

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

Identify the number of instructional staff who joined the school during the 2022-23 school year.
2

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	

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

Date this data was collected or last updated
Monday 7/25/2022

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

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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		63%	56%					66%	57%
ELA Learning Gains								65%	58%
ELA Lowest 25th Percentile								59%	53%
Math Achievement		55%	50%					64%	63%
Math Learning Gains								62%	62%
Math Lowest 25th Percentile								48%	51%
Science Achievement		69%	59%					64%	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

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

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State 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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18

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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

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?

n/a

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

n/a

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

n/a

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

n/a

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

n/a

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

n/a

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

n/a

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

n/a

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.	Bay School's Bay School's mission is for our VPK students to be Kindergarten ready. Our instructional staff teaches early literacy foundational skills to prepare our students to be successful learners at the next level.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of May 2023, 70% of Bay School students will demonstrate learning gains as evidenced by STAR Early Literacy assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will monitor this goal by utilizing student progress monitoring data from STAR reports.
Person responsible for monitoring outcome:	Heather Motter (heather.motter@walton.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will incorporate phonological awareness instruction daily through the use of Heggerty's curriculum as documented in lesson plans and observed during administrative walk-throughs.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Bay School's mission is for our VPK students to be Kindergarten ready. Teaching emergent literacy skills with phonological awareness strategies allows our students to have a strong foundation for reading,

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.

Investigate/purchase resources for classroom sound walls.

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

Develop monthly parent ELA strategies and place on school newsletter.

Person Responsible	Heather Motter (heather.motter@walton.k12.fl.us)

Utilize the Heggerty's phonemic awareness curriculum on a daily basis.

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

Support emergent literacy by purchasing resources for labeling phonemic awareness materials.

Person Responsible	Heather Motter (heather.motter@walton.k12.fl.us)

Investigate pure sound professional development resources.

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

Administrator to participate in FASA Foundational Learning Conference.

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

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Bay School's Bay School's mission is for our VPK students to be Kindergarten ready. Our instructional staff teaches early numerical foundational skills to prepare our students to be successful learners at the next level.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of the 22-23 school year, 80% of Bay School students will improve their score on a school created formative assessment for the identification of numbers 1-10.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will monitor this goal by utilizing student progress monitoring data from a school created formative assessment.
Person responsible for monitoring outcome:	Cassie Wheatley (cassie.wheatley@walton.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Bay School teachers will incorporate dedicated, explicit math instruction into their daily schedule.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Bay School's mission is for our VPK students to be Kindergarten ready. Teaching foundational math skills based on VPK standards will provide our students a strong mathematical foundation.

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.

Investigate and establish math related resources on the hard top.

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

Develop a school wide math formative assessment.

Person Responsible	Cassie Wheatley (cassie.wheatley@walton.k12.fl.us)

Create a math connection for parents in the monthly school newsletter.

Person Responsible	Cassie Wheatley (cassie.wheatley@walton.k12.fl.us)

Investigate and implement a family math activity..

Person Responsible	Cassie Wheatley (cassie.wheatley@walton.k12.fl.us)

Purchase math manipulatives to supplement the curriculum and to be used during small group instruction.

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

Teacher will create a dedicated math time on their class schedules.

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

#3. Positive Culture and Environment specifically relating to Safety	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Due to new VPK students, Bay School will continue to address school, district and state safety protocols. 100% of Bay School students and staff will participate in school wide safety interventions.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monthly safety drills will be implemented as described in our district's safety plan. School administration and SRD will monitor completion of safety drills.
Person responsible for monitoring outcome:	Monica Gray (monica.gray@walton.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Safety drills are planned to provide students of the proper safety protocols related to each type of drill.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	School safety drills play an important role in ensuring that everyone is prepared and protected during an emergency situation.

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.

Develop school wide rules for classrooms and outside areas.

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

Continue use of red emergency folders.

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

Investigate possible purchase of red emergency bag for gym area.

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

Implement new safety drill schedule and complete action plan reports.

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

Investigate and purchase visual communication boards for outside areas.

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

Provide ALICE training for all staff.

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

Provide CPI refresher training for staff.

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

#4. Positive Culture and Environment specifically relating to Parental Involvement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Family involvement is instrumental with early learning to support the foundational skills needed for a successful educational career.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of the 22-23 school year, 80% of Bay school families will have participated in one or more family activities.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Bay School will utilize parent sign-in forms and Raptor documents to monitor parent attendance.
Person responsible for monitoring outcome:	Amy Simpson (simpsona@walton.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Bay School will provide parents the opportunity to be involved throughout the 22-23 school year.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Parental involvement contributes to a positive learning environment within our school.

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.	
Recruit volunteers and SAC members for Bay School.	
Person Responsible	Pam Jones (jonesp@walton.k12.fl.us)
Plan and schedule seasonal family activities.	
Person Responsible	Amy Simpson (simpsona@walton.k12.fl.us)
Provide STAR Early Literacy information to parents (conferences).	
Person Responsible	Pam Jones (jonesp@walton.k12.fl.us)
Investigate school wide REMIND for parents.	
Person Responsible	Pam Jones (jonesp@walton.k12.fl.us)
Provide translated resources for bilingual parents.	
Person Responsible	Pam Jones (jonesp@walton.k12.fl.us)
Continue school and class newsletters for parents and/or guardians.	
Person Responsible	Amy Simpson (simpsona@walton.k12.fl.us)

#5. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The use of a professional learning committee is a requirement of the Cognia Accreditation System. Best practices promotes the use of PLC's for the most effective method of professional learning.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	100% of Bay School teachers will participate in our math PLC focusing on the 4 questions for our PLC with improvement on questions 3 and 4.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	PLC involvement will be monitored through sign in sheets and PLC data binders.
Person responsible for monitoring outcome:	Pam Jones (jonesp@walton.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Schedule monthly PLC meetings. 2. Assign mentors to new teachers for the VPK program.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Educational best practices identify the use of small learning communities as the most effective method of promoting professional learning.

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.

Schedule PLC meetings on the school calendar.

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

Review establish PLC norms and revise as needed.

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

Assign team roles according to the PLC rubric.

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

Create and utilize a school wide formative math assessment.

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

Schedule data meetings following each STAR assessment window.

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

Select teachers to attend Clinical Educator training to assist with mentoring and onboarding new instructional staff.

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

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

n/a

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

n/a

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

n/a

Grades 3-5: Measureable Outcome(s)

n/a

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

n/a

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Jones, Pam, jonesp@walton.k12.fl.us

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

n/a

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

n/a

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
n/a	Jones, Pam, jonesp@walton.k12.fl.us

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 School maintains a positive school culture and environment by ensuring we have the following:
1. Our vision and mission is shared with all stakeholders.
2. A "team" mentality across all areas (staff, parents, students, community).
3. Celebrations of successes.

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

Students: to learn and become positive members of society.
Parents: to reinforce learned academic and social emotional skills outside of the classroom.
Faculty and staff: to support students in the development of academic and social emotional skills necessary for Kindergarten and beyond.
Administration: to provide necessary professional development and resources which effectively supports students, staff and parents.