Bay School

2023-24

Schoolwide Improvement Plan (SIP)

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Bay School

118 GILMORE ST, Santa Rosa, FL 32459

[no web address on file]

School Board Approval

This plan was approved by the Walton County School Board on 9/19/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

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 23-24 School Improvement Team.
Simpson, Amy	Teacher, PreK	Ms. Simpson will chair our Parent Involvement Team and serve as the Professional Learning Facilitator for the 23-24 school year.
Gray, Monica	Teacher, PreK	Ms. Gray will chair Bay School's Safety Team for the 23-24 school year.
Motter, Heather	Teacher, ESE	Ms. Motter will chair Bay School's ELA Team for the 23-24 school year.
Romine, Betsy	Teacher, PreK	Classroom Teacher, Science Goal Chair
Rader, Dawn	Paraprofessional	Teacher Assistant

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2)

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Bay School is unique as it only serves VPK students. Our student population changes each school year. At the beginning of the school year a parent letter is sent home during orientation sharing with parents our school based teams they could be a part of to assist making decisions which affect our school. The parents may choose whether or not they wish to be on a team and indicate the team. Our administration reviews the returned letters and contacts parents with pertinent information regarding our School Improvement Team or School Advisory Council allowing the parent the opportunity to understand the commitment required. Our school also provides COGNIA surveys at the end of each school year for feedback from our parents to improve areas of concern the next school year.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Our School Improvement Plan is monitored monthly by our school improvement team. Goal chairs for each goal reviews the strategies for their goal and updates the team. Our teachers utilize progress monitoring data from school based assessments as our method of monitoring student achievement.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	27%
2022-23 Economically Disadvantaged (FRL) Rate	34%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*		61	53		63	56			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		73	59		55	50			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		72	54		69	59			
Social Studies Achievement*					70	64			
Middle School Acceleration					59	52			
Graduation Rate					54	50			
College and Career Acceleration						80			
ELP Progress		65	59						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	

2021-22 ESSA Federal Index	
Percent Tested	
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students											
SWD											
ELL											
AMI											
ASN											
BLK											
HSP											
MUL											
PAC											
WHT											
FRL											

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students											
SWD											
ELL											
AMI											
ASN											
BLK											
HSP											
MUL											
PAC											
WHT											
FRL											

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

III. Planning for Improvement

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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.

Between PM1 and PM3, 80% of Bay School students will improve their score on a school based formative assessment on letter naming by 5 or more letters.

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 curriculum formative assessments.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will incorporate phonological awareness instruction daily through the use of Heggerty's curriculum as documented in lesson plans, daily schedules and observed during administrative walk-throughs.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Bay School's mission is for VPK students to be Kindergarten ready. Teaching emergent literacy skills with phonological awareness strategies allows our students to have a strong foundation in reading.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Implement Reading Eggs during center or small group instruction.

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

By When: Weekly during class walkthroughs.

Continued use of Heggerty's curriculum as part of daily instruction.

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

By When: August 2023- Teachers daily schedules will be monitored for Heggerty's instruction.

Investigate professional development on use of sound walls.

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

By When: September 30, 2023

Focus on a curriculum word of the week.

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

By When: September 15, 2023

Purchase additional literacy resources for small group instruction (books, emergent literacy resources).

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

By When: December 15, 2023

Use of charts for question stems inside the classroom.

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

By When: September 30, 2023

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Bay School's mission is for our VPK students to be Kindergarten ready. Our instructional staff teaches early 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.

Bay School students will take part in at least one scientific experiment and/or investigation per domain (Life, inquiry, physical, earth/space, environmental, stem)

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will be provided a Science Exploration Form to record science based experiments. Science Goal chair will check forms in October, January and March. Forms will turned in to SI Chair at the end of the school year for documentation.

Person responsible for monitoring outcome:

Betsy Romine (betsy.romine@walton.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Bay School's mission is for our VPK students to be Kindergarten ready. Teaching foundational science skills based on VPK standard will provide our students a strong scientific foundation.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Create a science connection within our monthly newsletter.

Person Responsible: Betsy Romine (betsy.romine@walton.k12.fl.us)

By When: Monthly.

Purchase science manipulatives and books from DEL science booklist to supplement science instruction

Person Responsible: Betsy Romine (betsy.romine@walton.k12.fl.us)

By When: December 2023

Investigate a STEM family activity.

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

By When: October 2023

Investigate in house science field trips.

Person Responsible: Betsy Romine (betsy.romine@walton.k12.fl.us)

By When: October 2023

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Area of Focus: Student Safety

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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Safety drills are planned to provide students of the proper safety protocols related to each type of drill.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

School safety drills play an important role in ensuring that everyone is prepared and protected during an emergency situation.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Provide ALICE training for all staff.

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

By When: End of August 2023

Provide CPI training for select staff.

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

By When: Fall 2023 and Spring 2024

Utilize district wide red emergency folders.

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

By When: August 2023

Discuss importance of sun safety with students.

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

By When: Ongoing through school year 23-24.

Incorporate school wide rules to be utilized in all classrooms.

Person Responsible: Monica Gray (monica.gray@walton.k12.fl.us)

By When: September 2023

Purchase playground and facility safety equipment.

Person Responsible: Monica Gray (monica.gray@walton.k12.fl.us)

By When: Ongoing through School year 2023-24

#4. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Family Involvement is instrumental with early learning to support 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 2023/24 school year, Bay School families will participate in 8 out of 10 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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Bay School will provide parents the opportunity to be involved throughout the 23-24 school year.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Parent involvement contributes to a positive learning environment within our school.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Continue use of blue parent communication folders.

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

By When: August 2023

Recruit volunteers and SAC members for Bay School.

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

By When: End of August 2023

Plan and schedule seasonal family activities.

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

By When: Ongoing through 2023-24 school year

Provide VPK Fast information to parents.

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

By When: Reports to parents following each progress monitoring period.

Continue school and class newsletters for parents and/or guardians.

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

By When: Monthly.

#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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The use of 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.

80% of Bay School students will demonstrate learning gains by a school based formative assessment on letter identification.

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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Educational best practices identify the use of small learning communities as the most effective method of promoting professional learning.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: August 2023

Review and establish PLC norms and revise as needed.

Person Responsible: Monica Gray (monica.gray@walton.k12.fl.us)

By When: August 2023

Assign team roles according to the PLC rubric.

Person Responsible: Monica Gray (monica.gray@walton.k12.fl.us)

By When: August 2023

Create and utilize a school wide formative ELA assessment.

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

By When: August 2023

Conduct monthly student evaluations (at the end of each unit) testing on letter identification and recognition.

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

By When: Ongoing through school year 23-24.

Select teachers to attend district or state related professional learning opportunities. (CPI, Clinical Ed., State Early Learning Conference, etc.)

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

By When: Ongoing through 2023-24 school year.

Substitutes for teachers attending professional learning opportunities.

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

By When: Ongoing through 2023-24 school year.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA				$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0292 - Bay School	School Improvement Funds		$600.00
			Notes: Literacy Resources			
2	III.B.	Area of Focus: Instructional Practice: Science				$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0292 - Bay School	School Improvement Funds		$600.00
			Notes: Science tools and supplies, books, STEM resources, in- house field trips			
3	III.B.	Area of Focus: Positive Culture and Environment: Other				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0292 - Bay School			$500.00
			Notes: Playground and facility safety resources.			
4	III.B.	Area of Focus: Positive Culture and Environment: Other				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0292 - Bay School	School Improvement Funds		$500.00

			Notes: Communication Folders Seasonal Activity Resources and Supplies			
5	III.B.	**Area of Focus: Instructional Practice: Professional Learning Communities**				**$1,780.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0292 - Bay School	School Improvement Funds		$300.00
			Notes: PLC Supplies, Substitutes			
			0292 - Bay School	Other		$1,480.00
			Notes: Professional Learning Funds- Substitutes, Conference, Supplies			
					Total:	**$3,980.00**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No