

Duval County Public Schools

Bayview Elementary School



2022-23 Schoolwide Improvement Plan

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Bayview Elementary School

3257 LAKE SHORE BLVD, Jacksonville, FL 32210

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

Demographics

Principal: Claire St.Amand

Start Date for this Principal: 7/20/2020

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	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (53%) 2018-19: B (54%) 2017-18: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Bayview Elementary School

3257 LAKE SHORE BLVD, Jacksonville, FL 32210

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Bayview Elementary in partnership with the entire community's vision is to empower every student so that they are achieving at his or her maximum potential in an encouraging, inspiring, and challenging learning environment.

Provide the school's vision statement.

Our mission at Bayview Elementary is to establish a culturally responsive education for each student in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning.

School Leadership Team

Membership

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
St. Amand, Claire	Principal	<ol style="list-style-type: none"> 1. Monitors the success of all students in the learning environment; aligns the curriculum, instruction, and assessment processes to promote effective student performance; and uses a variety of benchmarks, learning, and expectations feedback measures to ensure accountability for all participants engaged in the educational process. 2. Promotes a positive learning culture; provides an effective instructional program; and applies best practices to student learning, especially in the area of reading and other foundational skills. 3. Leads, directs, and manages operations; recruits, selects, orients, trains, coaches, counsels, and disciplines staff. Plans, monitors, appraises, and reviews staff job contributions to planning, development, delivery, follow-up, and evaluation. 4. Manages the organization, operations, facilities, and resources. Maximizes use of resources in an instructional organization. Promotes a safe, efficient, legal, and effective learning environment. 5. Collaborates with families, businesses, volunteers, and community members; responds to diverse community interests and needs; works effectively within the organization; and mobilizes community resources. 6. Collects and analyzes data for continuous school improvement. 7. Plans and implements the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities. 8. Requisitions supplies, textbooks, and equipment; conducts inventories, maintains records, and checks on receipts for such material. 9. Prepares and/or supervises the preparation of all required reporting documents, accounting procedures and budgetary expenditures relative to school operations. 10. Performs other duties as assigned.
York, Kelly	Assistant Principal	<ol style="list-style-type: none"> 1. Monitors the success of all students in the learning environment; aligns the curriculum, instruction, and assessment processes to promote effective student performance; and uses a variety of benchmarks, learning, and expectations feedback measures to ensure accountability for all participants engaged in the educational process. 2. Promotes a positive learning culture; provides an effective instructional program; and applies best practices to student learning, especially in the area of reading and other foundational skills. 3. Leads, directs, and manages operations; recruits, selects, orients, trains, coaches, counsels, and disciplines staff. Plans, monitors, appraises, and reviews staff job contributions to planning, development, delivery, follow-up, and evaluation. 4. Manages the organization, operations, facilities, and resources. Maximizes use of resources in an instructional organization. Promotes a safe, efficient, legal, and effective learning environment.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> 5. Collaborates with families, businesses, volunteers, and community members; responds to diverse community interests and needs; works effectively within the organization; and mobilizes community resources. 6. Collects and analyzes data for continuous school improvement. 7. Plans and implements the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities. 8. Requisitions supplies, textbooks, and equipment; conducts inventories, maintains records, and checks on receipts for such material. 9. Prepares and/or supervises the preparation of all required reporting documents, accounting procedures and budgetary expenditures relative to school operations. 10. Performs other duties as assigned.
Mathews, Veronica	School Counselor	<ul style="list-style-type: none"> 1. Guidance Services/Small Group K - 5th 2. Student Records K - 5th 3. ESE LEA K - 5th 4. Gifted K-5th 5. 504 Plan- K-5th 6. Support with AIT 7. Support with ESOL/WIDA 8. BTAT Team/Meetings K-5th grade 9. Bi-weekly Admin Meeting 10. Calm Classroom K-5th 11. Support with MTSS/RTI K - 5th 12. MRT team member- developing MRT schedules, sending parent invitations (mail, phone, etc.), facilitating meetings 13. Support with behavioral interventions 14. Performs other duties as assigned.
Shimer, Laura	Other	<p>Site Coach</p> <ul style="list-style-type: none"> 1. Serve as the school's Communication and Social Skills ESE Liaison 2. Review IEPs for compliance 3. Create master calendar for IEP reviews 4. Attend MRT meetings 5. Facilitate MTSS Leadership Team (MLT) and Collaborative Problem-Solving Team (CPST) meetings with the Guidance Counselor 7. Provide instructional support for teachers implementing intervention strategies for MTSS and implementing a students Individual Education Plan (IEP) 8. Help teachers navigate through the documentation for IEPs and MTSS and facilitate/LEA for IEP meetings 9. Provide Professional Development with the Guidance Counselor/IPS/ and Administration to teachers and paraprofessionals 10. Maintain meeting minutes for students before the CPST committee 11. Performs other duties as assigned

Name	Position Title	Job Duties and Responsibilities
Duck, Sheila	Other	<p>Reading Interventionist- Provides explicit instructional support in the area of language arts for students falling below grade level, within the Bottom Quartile or scoring a level 1 or 2 on the FSA Reading Assessment.</p> <p>Responsibilities include the following-</p> <ol style="list-style-type: none"> 1. pushing-in to classes 2. facilitating small group/ guided reading instruction, and pull-out instruction to provide an additional 30 minutes of daily remediation in reading- LLI. 3. The Reading Interventionist will work to increase proficiency and achievement with students not meeting mastery in language arts. 4. Performs other duties as assigned

Demographic Information

Principal start date

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

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

36

Total number of students enrolled at the school

320

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	66	63	56	43	48	54	0	0	0	0	0	0	0	330
Attendance below 90 percent	6	30	20	14	19	20	0	0	0	0	0	0	0	109
One or more suspensions	2	3	2	1	4	2	0	0	0	0	0	0	0	14
Course failure in ELA	6	7	7	1	0	4	0	0	0	0	0	0	0	25
Course failure in Math	5	4	1	3	0	2	0	0	0	0	0	0	0	15
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	15	16	0	0	0	0	0	0	0	37
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	2	10	0	0	0	0	0	0	0	18
Number of students with a substantial reading deficiency	7	20	22	18	0	0	0	0	0	0	0	0	0	67

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	7	21	20	17	4	13	0	0	0	0	0	0	0	82

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	6	6	4	2	1	1	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Monday 8/22/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	58	57	67	54	51	45	0	0	0	0	0	0	0	332
Attendance below 90 percent	21	19	16	22	21	20	0	0	0	0	0	0	0	119
One or more suspensions	2	1	1	3	1	2	0	0	0	0	0	0	0	10
Course failure in ELA	2	1	1	1	0	0	0	0	0	0	0	0	0	5
Course failure in Math	2	1	1	1	0	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	38	48	60	32	40	25	0	0	0	0	0	0	0	243

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	21	19	16	22	21	20	0	0	0	0	0	0	0	119

The number of students identified as retainees:

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

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	58	57	67	54	51	45	0	0	0	0	0	0	0	332
Attendance below 90 percent	21	19	16	22	21	20	0	0	0	0	0	0	0	119
One or more suspensions	2	1	1	3	1	2	0	0	0	0	0	0	0	10
Course failure in ELA	2	1	1	1	0	0	0	0	0	0	0	0	0	5
Course failure in Math	2	1	1	1	0	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	38	48	60	32	40	25	0	0	0	0	0	0	0	243

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	21	19	16	22	21	20	0	0	0	0	0	0	0	119

The number of students identified as retainees:

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

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	38%	50%	56%				41%	50%	57%
ELA Learning Gains	56%						51%	56%	58%
ELA Lowest 25th Percentile	55%						43%	50%	53%
Math Achievement	49%	48%	50%				61%	62%	63%
Math Learning Gains	66%						73%	63%	62%
Math Lowest 25th Percentile	77%						62%	52%	51%
Science Achievement	31%	59%	59%				44%	48%	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	38%	51%	-13%	58%	-20%
Cohort Comparison		0%				
04	2022					
	2019	30%	52%	-22%	58%	-28%
Cohort Comparison		-38%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	30%	50%	-20%	56%	-26%
Cohort Comparison		-30%				

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	43%	61%	-18%	62%	-19%
Cohort Comparison		0%				
04	2022					
	2019	68%	64%	4%	64%	4%
Cohort Comparison		-43%				
05	2022					
	2019	51%	57%	-6%	60%	-9%
Cohort Comparison		-68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	39%	49%	-10%	53%	-14%
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	24	43	46	32	57	67	13				
BLK	36	56	50	46	63		24				
HSP	36	75		36	58						
MUL	30			20							
WHT	42	58		61	80		53				
FRL	38	57	50	51	65	79	36				

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	25	40		36	53		27				
ELL											
BLK	19	41		35	53		25				
HSP	38			44							
MUL	38			31							
WHT	48	71		63	64		67				
FRL	34	58		44	58		44				
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	35	52	40	49	58	60	50				
ELL				40							
BLK	37	52	53	57	77	67	30				
HSP	33	50		52	58						
MUL	55			55							
WHT	44	53		68	72		57				
FRL	37	45	44	54	67	57	33				

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)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	372
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
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	51
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	25
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
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	59
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?

In reviewing our 2022 FSA ELA results, we found that proficiency levels, learning gains, as well as learning gains in the lowest 25% in language arts increased in third grade from 2021 to 2022 from 29 points to 30 points- an increase of 1 point and significantly increased in fourth grade from 2021 to 2022 from 17 points to 38 points- an increase in 21 points. Fifth grade from 2021 to 2022 decreased by 4 points from 39 points to 35 points.

In reviewing our 2021 FSA Math results, we found that there were significant increases in the proficiency and learning gains, as well as learning gains in the lowest 25% in math for third and fourth grades from 2021- 2022. There was a 19-point increase from 2021 - 2022 for third grade, from 36 to 55 points and a 16-point increase in fourth grade, from 38 to 54 points. Fifth grade from 2021 to 2022 decreased by 10 points from 51 points to 41 points.

In reviewing our 2021 FSA Science results, we found that there was a significant decrease in proficiency rates from 2020-2021. Science scores decreased from 50 points to 31 points; a change of 19 points.

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

Based upon our 2022 FSA results, math, science, language arts proficiency demonstrated the greatest need 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?

Contributing factors included the following:

Fifth grade scheduling from a 3 way teacher split to a 2 way teacher split that resulted in one teacher teaching both math and science.

Level 1 and 2 bubble students and proficient students not making the needed gains to move from one silo to the next in language arts and math.

Implementation of new curriculum for math in all grade levels and BEST standards in 3rd-5th, it will set a foundation that our students need. In all grades, students will continue to get standards based instruction and remediation in centers.

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

The areas with the most improvement include the following:

Language Arts- 4th grade - 17% to 38% (21 point increase in proficiency)

Mathematics- 3rd grade - 36% to 55% (19 point increase in proficiency)

Mathematics- 4th grade - 38% to 54% (16 point increase in proficiency)

Mathematics - 40% to 77% (37 point increase in learning gains for lowest performing 25%)

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

We focused a reading interventionist to only provide support and small group instruction in 4th grade. Targeted small group remediation focused on bubble students by academic coaches, interventionists, and administration. Coaches, interventionists, and administration facilitated weekly common planning to review data and design grade level standards based lessons and assessments.

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

The following strategies will be implemented in order to accelerate learning:

Maintain the following:

Both Reading and Math Interventionists to support targeted interventions and remediation of Level 1 and 2 students and students falling below grade level.

Continued implementation of weekly common planning and PLCs that allow teacher collaboration and development of grade level standards based lesson with aligned student tasks and assessments.

Continued Implementation of morning circles.

Implement a safety net schedule with targeted times for interventions and small group support for struggling students.

Ensure that daily instruction is rigorous and aligned to grade level standards.

Ensure that students are given opportunities to complete Equivalent Experience Assessments that are aligned to grade level standards.

Incorporate supplemental programs such as Acaletics, LLI and Corrective Reading.

Provide extensive professional development for teachers around data analysis, RTI, curriculum and instruction, best practices, and standards based instruction.

Continued Implementation of after and before school tutoring to provide additional remediation for struggling students.

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.

Professional development will include the following:

Understanding how to analyze and use data to identify next steps for improvement.

Unpacking the the new BEST standards and aligning daily instruction, learning tasks and assessments to the standards.

Learning ARCS and lesson planning

Response to Intervention/MTSS

Implementation of small groups aligned to individual student needs

Understanding of the BEST Standards

Review of the new Language Arts Curriculum for 3-5

Review of the new Math Curriculum for all K-5

Metacognition and critical thinking strategies

Implementation of Blended Learning to include the analysis and use of student performance data

Implementation of Acaletics for Math and Science (2nd - 5th grade)

Implementation of Corrective Reading and LLI

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

Additional services include:

Use of blended learning programs such as Study Island (Science), Waterford, Achieve, and Freckle

Weekly Common planning/PLC Meetings

Tiered support and modeled instruction for teachers

Accountability- daily walkthroughs from administration, Interventionists, and colleagues

Monthly faculty meetings will be used to highlight instructional leaders in their craft

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 Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on 2021-22 data, math was identified as increasing in both proficiency and gains. Students at Bayview Elementary still need support with mathematical fluency and automaticity.

Overall, student proficiency in grades 3rd- 5th increased from 2021 from 45% to a 49% in 2022. 3rd grade showed an increase of 19% proficiency from 36% to 55%. 4th grade showed an increase of 16% proficiency from 38% to 54%. 5th grade showed a decrease of 10% proficiency from 51% to 41%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase Math proficiency levels by points from 49% to 50%.

Monitoring:

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

Administrators will consistently monitor the implementation of Standards Based Instructional practices through on-going focus walks, formal and informal assessments.

Review of whole and small group lesson plans

Review of interventionists and coaching logs

Administrators will monitor the implementation of Interventions to ensure they are implemented with fidelity.

Review and analyze of student work and performance data in math.

(PMA's, End of Module Assessments, I-Ready, Freckle, Scrimmage Assessments, and Instructional Focus Assessments)

Person responsible for monitoring outcome:

Claire St. Amand (st.amandc@duvalschools.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Ensure that teachers have a solid understanding of the math content, instructional strategies and best practices that includes developing and planning rigorous learning tasks and assessments that are aligned to the Florida BEST Standards.

Building teacher capacity in the following areas will increase student achievement in mathematics:

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

1. Understanding of how to plan lessons that incorporate rigorous learning tasks and assessments aligned to the BEST grade level standards

2. Implement strategies that support strategic thinking and higher level thinking

3. Provide interventions and remediation with grade level standards within core instruction

4. Understanding the core content areas as well as how to implement district curriculum and best practices

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.

Teachers will participate in professional development during Weekly Common Planning/PLC Meetings and Early Release Day trainings. The math interventionists, administrators, and district specialist will

provide training on the BEST standards, District Curriculum Guides and curriculum, lesson planning, differentiation, analysis of student work and data, standards alignment and best practices in Math.

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

Administrators will monitor classroom instruction and adherence to best practices daily. Ongoing formal and informal observations, and focus walks utilizing the Standards Based Focus Walk Tool will be used to monitor the implementation of standards based instruction. Teachers will receive on-going feedback and next steps for improving instructional practices.

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

Blended learning programs such as Study Island, I-Ready, Freckle, and Acaletics will be used as resources to support student learning with math content and to provide remediation and enrichment.

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

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Increase Proficiency Levels in Science
Include a rationale that explains how it was identified as a critical need from the data reviewed. Rationale: Based upon our 2022 FSA data, we identified that our students struggled equally in each of the content areas of science. Additionally, our 2022 FSA Science proficiency was 31%. This is a 10 point decrease from 2021. There is a need continue to provide students with the opportunity to actively engage with rigorous STEAM based instructional activities and learning tasks, critical thinking skills, and hands-on labs and experiments that are aligned with the FSA.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase science proficiency levels by points from 31% to 41%.

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

Administrators will monitor the implementation of standards based instruction, tasks, and assessments as well as Intervention Calendars to ensure they are implemented with fidelity.
 Review and analyze student performance data in science. (PMA's, End of Module Assessments, Study Island pre-and post-assessments, Acaletics Scrimmages, and Instructional Focus Assessments)

Person responsible for monitoring outcome:

Claire St. Amand (st.amandc@duvalschools.org)

Provide students with the opportunity to actively engage with rigorous STEAM activities, learning tasks, critical thinking skills, and hands-on labs and experiments that are aligned with grade level standards and Item Specifications and ALDs.

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Small Group/Differentiated Instruction: Based on data, small groups to ensure Tier II support is given. Not all students are on the same level, but all standards must be mastered. Small group instruction will allow teachers to meet students at their level to support their needs.

Progress Monitoring: Ensuring whole group lessons, interventions, and assessments are done with fidelity.
 Checking effectiveness from student data.

Instructional Reviews with Action Plans: Collecting data from classrooms in real time and providing immediate and clear feedback for teachers and school leadership teams to work together to ensure effectiveness.

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

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy.

In reviewing our science 2022 FSA data, we identified that the percentage of students falling below grade level is significantly lower than the district and state average. Additionally, students lack the needed skills to perform at grade level in the area of science. As a result, there is a need to continue to focus on rigorous content and student ability to apply what they have learned to the tasks and applications required on District and State Assessments. It is our belief that exposing students to inquiry-based STEAM activities, interactive hands-on labs, critical thinking skills and targeted small group instruction across all grades will increase student understanding of science content and increase science proficiency.

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 students with the opportunity for productive struggles in reasoning and problem solving through inquiry based learning.

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

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

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

Teachers will receive professional development on the implementation, monitoring of student progress, use of data reports, and identifying next steps for improvement for the blended learning tools that include Acaletics and Study Island.

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

Blended Learning programs such as Study Island and Acaletics will be used as a resource to support student learning with science content and to provide remediation and enrichment.

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

#3. 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.

Based on 2021-22 data, English Language Arts was identified as a critical need area. Students at Bayview Elementary need support with learning the foundational skills of reading as well as comprehending the content they are reading. As an Area of Focus, student success in English Language Arts will also increase student achievement in other subject areas.

Overall, student proficiency in grades 3rd- 5th increased from 2021 from 34% to a 38% in 2022. 3rd grade showed an increase of 1% proficiency from 29% to 30%. 4th grade showed an increase of 21% proficiency from 17% to 38%. 5th grade showed a decrease of 4% proficiency from 39% to 35%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase English Language Arts proficiency levels by points from 38% to 41%.

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

Administrators will consistently monitor the implementation of Standards Based Instructional practices through on-going focus walks, formal and informal assessments.

Review of whole and small group lesson plans

Review of interventionists and coaching logs

Administrators will monitor the implementation of Interventions to ensure they are implemented with fidelity.

Review and analyze of student work and performance data in language arts. (PMA's, End of Module Assessments, I-Ready, Achieve, Freckle, Scrimmage Assessments, and Instructional Focus Assessments)

Person responsible for monitoring outcome:

Claire St. Amand (st.amandc@duvalschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Data Driven Lesson Planning: Understanding where students are with mastery of standards, using data from informal and formal assessments, planning clear objectives, implementation, and checking for understanding when lesson planning.

Small Group/Differentiated Instruction: Based on data, breaking groups of students into smaller groups to ensure Tier II support is given. Not all students are on the same level, but all standards must be mastered.

Small group instruction will allow teachers to meet students at their level to support their needs.

Progress Monitoring: Ensuring whole group lessons, interventions, and assessments are done with fidelity.

Checking effectiveness from student data.

Instructional Reviews with Action Plans: Collecting data from classrooms in real time and providing immediate and clear feedback for teachers and school leadership teams to work together to ensure effectiveness.

Data-driven Lesson Planning: Effective lesson planning requires teachers to determine three essential components such as the objective, the implementation, and a reflection.

Small Group/Differentiated Instruction: Small group instruction is the key to data-driven results and is the gateway to meeting the needs of all learners.

Progress Monitoring: Student progress monitoring helps teachers evaluate how effective their instruction is, either for individual students or for the entire class.

Instructional Reviews with Action Plans: The implementation review is a plan designed to 1) recognize accomplishments, 2) track actions, 3) measure implementation impact, 4) evaluate the plan, 5) determine next steps. It may be used by the school alone or with the assistance of the support lead.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Additional resources being used:

1. Teacher- will assist with class size and specialized instruction for student achievement.
2. Paraprofessionals- will assist in pulling small groups in classes and supporting the teacher with instruction to work toward student achievement.
3. Reading Interventionists- will provide specialized instruction and support for those students who need additional support to be successful and show student achievement.
4. Parent Liaison- will develop strong relationships with our students parents along with assisting the school with student attendance to make sure students are coming to school daily.
5. Acaletics- will be implemented daily in grades 2nd-5th math and 5th grade science to support the understanding of the benchmarks and students becoming proficient.
6. Supplies- will be provided to students to support their work toward student achievement
7. Document Cameras- will be provided to those teachers who do not have a working document camera to assist with instruction

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.

Teachers will receive professional development on the implementation, monitoring of student progress, use of data reports from Performance Matters, and identifying next steps for improvement for the blended learning tools and resources that include Waterford, Iready, Freckle, and Achieve.

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

Administrators will monitor classroom instruction and adherence to best practices daily. Ongoing formal and informal observations, and focus walks utilizing the Standards Based Focus Walk Tool will be used to monitor the implementation of standards based instruction. Teachers will receive on-going feedback and next steps for improving instructional practices.

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

Teachers will participate in professional development during Weekly Common Planning/PLC Meetings and Early Release Day trainings. The reading interventionists, administrators, and district specialist will provide training on the BEST standards, District Curriculum Guides and curriculum, lesson planning, differentiation, analysis of student work and data, standards alignment and best practices in language arts.

Person Responsible

Claire St. Amand (st.amandc@duvalschools.org)

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

Students will participate in Waterford, UFLI, benchmark advance, LLI with the reading interventionist.

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

Students will participate in corrective reading, benchmark advance, LLI, and small groups.

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)

Students will score a 40% or higher on the project monitoring STAR assessments, proficiency in Waterford.

Grades 3-5: Measureable Outcome(s)

Students will score a 40% or higher on the project monitoring STAR assessments. Students will score 75% or higher in Achieve 3000.

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.

Administrators will consistently monitor the implementation of Standards Based Instructional practices through on-going focus walks, formal and informal assessments.

Review of whole and small group lesson plans

Review of interventionists and coaching logs

Administrators will monitor the implementation of Interventions to ensure they are implemented with fidelity.

Review and analyze of student work and performance data in math. (PM's, End of Module Assessments, I-Ready, Freckle, Scrimmage Assessments, and Instructional Focus Assessments)

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

St. Amand, Claire, st.amandc@duvalschools.org

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?

Benchmark Advanced

UFLI

Waterford

iReady

Freckle

LLI

Corrective Reading

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?

Yes, all of the above evidence-based practices and programs above identify the needs and focus for this school year. All programs show a proven record of effectiveness.

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
Teachers will receive professional development on the implementation, monitoring of student progress, use of data reports from Performance Matters, and identifying next steps for improvement for the blended learning tools and resources that include Waterford, Iready, UFLI, Freckle, and Achieve.	St. Amand, Claire, st.amandc@duvalschools.org
Teachers will participate in professional development during Weekly Common Planning/PLC Meetings and Early Release Day trainings. The reading interventionists, administrators, and district specialist will provide training on the BEST standards, District Curriculum Guides and curriculum, lesson planning, differentiation, analysis of student work and data, standards alignment and best practices in language arts.	St. Amand, Claire, st.amandc@duvalschools.org

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

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

Bayview Elementary understands the importance of working with all faculty, staff, students, parents and community members and invites all stakeholders to work together via parent nights, SAC, PTA, and workshops along with various forms of communication such as Class Dojo, FOCUS, school website, and flyers to build a positive school culture and environment.

Bayview Elementary School implements the following:

1. Provide opportunities for parents to collaborate with teachers on the needs of their students through Parent Teacher Conferences, Parent Compact Meetings, Open House and Orientation, and SAC Meetings.
2. Ensuring that parents who speak English as a second language and sign language are provided with resources such as translators to assist with accessing services and support for their children.

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

Every adult at Bayview Elementary and in the community is a stakeholder and is expected to participate in parent and family engagement activities along with stay in constant communication with all stakeholders; be it posting items on Class Dojo, the web director posting information on Bayview Elementary's school website or social media accounts, and/or the front office staff answering phones sharing information- everyone is responsible for promoting a positive school culture and environment.