

Pinellas County Schools

Bay Point Elementary School



2018-19 School Improvement Plan

Table of Contents

Purpose and Outline of the SIP	0
Current School Status	0
Appendix 3: Budget to Support Goals	0

Bay Point Elementary School

5800 22ND ST S, St Petersburg, FL 33712

<http://www.baypoint-es.pinellas.k12.fl.us>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School KG-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2017-18 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	C	C	B*

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

We will facilitate learning by providing relevant, multi-dimensional learning experiences with emphasis on mathematics, science, foreign language and technology as we prepare students for a global environment.

Provide the school's vision statement

100% Student Success

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Furse, Natasha	Teacher, K-12
Cannon, Ernest	Guidance Counselor
Negretti, Ciera	Other
Taylor, Melanie	Instructional Coach
DePerro, Sara	Principal
Lewis, Dawn	Assistant Principal
Andolina, Edward	Instructional Coach
Jakobiak, Heather	Psychologist
Eichler, Lauren	Teacher, ESE
Matheney, Suchita	Attendance/Social Work

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The roles and responsibilities of the leadership team include acting as instructional coaches, data managers and professional development support systems. Our members meet weekly to address, monitor and problem solve the current status of School Improvement plan goals. In these meetings, we discuss next steps and ways to address areas of concern. We then work together to draft a plan and make adjustments as needed if we are not on track with our original plan.

Early Warning Systems

Current Year

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	
Attendance below 90 percent	11	8	4	7	4	7	0	0	0	0	0	0	0	41
One or more suspensions	1	1	0	0	2	1	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	15	31	7	32	25	0	0	0	0	0	0	0	110
Level 1 on statewide assessment	0	0	0	45	49	43	0	0	0	0	0	0	0	137

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators		1	2	0	0	4	8	0	0	0	0	0	0	15

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	10	0	0	0	0	0	0	0	0	0	10
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Tuesday 7/10/2018

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Prior Year - Updated

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	
Attendance below 90 percent	16	11	12	7	9	8	0	0	0	0	0	0	0	63
One or more suspensions	3	0	0	1	1	0	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	18	13	27	31	18	0	0	0	0	0	0	0	107
Level 1 on statewide assessment	0	0	0	43	41	37	0	0	0	0	0	0	0	121

The number of students identified by the system as exhibiting two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The learning gains of our L25 in Math. Yes, this has been a trend with the exception of the 2016-2017 school year.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline was also the learning gains of the L25. There was a gap of 49% to 22% which is a drop of 27%

Which data component had the biggest gap when compared to the state average?

Our data component with the biggest gap when compared to state average was once again our Math learning gains for our L25-our current status is 22% to the state average of 47% a gap of 25%.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement was the results of our 2nd grade students in Reading and Math. In reading, students showed an improvement of 17 points while in math it was an increase of 24 points.

Describe the actions or changes that led to the improvement in this area

The actions that led to this improvement were the teachers took an active role in collaboratively planning for the materials and standards at their grade level. The team differentiated into their areas of strength and created the foundation/scaffold in each subject from which their other teammates built their work.

School Data

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	39%	50%	56%	52%	53%	55%
ELA Learning Gains	35%	47%	55%	54%	53%	57%
ELA Lowest 25th Percentile	27%	40%	48%	43%	47%	52%
Math Achievement	43%	61%	62%	55%	62%	61%
Math Learning Gains	40%	56%	59%	61%	61%	61%
Math Lowest 25th Percentile	22%	42%	47%	49%	48%	51%
Science Achievement	42%	57%	55%	47%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	11 ()	8 ()	4 ()	7 ()	4 ()	7 ()	41 (0)
One or more suspensions	1 ()	1 (0)	0 (0)	0 (0)	2 (0)	1 (0)	5 (0)
Course failure in ELA or Math	0 ()	15 (0)	31 (0)	7 (0)	32 (0)	25 (0)	110 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	45 (0)	49 (0)	43 (0)	137 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

Subgroup Data

2018 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 2016-17	C & C Accel 2016-17
WHT	71	39		77	64		88				
BLK	29	29	28	32	33	21	22				
HSP	47	43		50	52		70				
ASN	82			100							
SWD	18	29		23	43						
FRL	32	32	26	34	35	20	36				

2017 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 2015-16	C & C Accel 2015-16
WHT	91	86		84	83		92				
BLK	38	45	42	42	53	51	37				
HSP	63	70		66	70		46				
ASN	92			100							
MUL	73			73							
SWD	15	21	25	27	29	20	11				
FRL	44	51	36	49	57	48	41				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Through rigorous instruction in ELA, increase the learning gains of Students in our Lowest Quartile
Rationale	Our current level of performance is 27% for L25 students making learning gains, as evidenced in FSA results. We believe the problem/gap is occurring because of a misalignment of the level of the standard and task complexity. If task alignment would occur, we believe the problem would be reduced by 28%.
Intended Outcome	We expect our performance level to be 55% by May 2019.
Point Person	Emily Wayman (waymane@pcsb.org)
Action Step	
Description	<ol style="list-style-type: none"> 1. Ensure students have ample time every day to practice independently what is taught in reading and writing, allowing for strategic practice as well as build stamina for longer projects across the grade levels and calendar year. 2. Teachers intentionally plan instruction aligned with a high level of rigor by using Webb's Depth of Knowledge/Marzano's Taxonomy and adjust instruction through the use of talk, task, text and student needs. 3. Conduct regular Professional Learning Communities inclusive of 'data chats' to review student responses to tasks and plan for instruction based on data. 4. Utilize Jan Richardson's Guided Reading Routine (as well as other small group methods like IRLA and use of IReady) to meet the unique needs of students within the L25 group. 5. Provide push-in hourly teacher support for small group reading instruction using Jan Richardson's Guided Reading in FSA tested grade levels. There will be focused Jan Richardson's Guided Reading in the FSA tested grade levels. 6. Teachers develop rigorous learning goals and performance scales based on identified key standards. 7. Student will be given bi-weekly assessments to monitor their current status on grade level standards. <p>Teachers provide opportunities for independent reading that include checks for understanding</p> <p>Teachers monitor and provide feedback to students to support learning</p> <p>Provide Opt out (Spanish) reading intervention time for students qualifying as L35</p> <p>Grade level teams will collaboratively plan 2x per week to adjust instruction and plan differentiation appropriate to the level of the standard</p> <ol style="list-style-type: none"> 8. Utilize a Reading Coach to provide targeted feedback and coaching in ELA content and pedagogy for grades 3-5. 9. Provide follow-up professional development in iReady Reading intervention strategies 10. Learning Sciences International (LSI) will provide targeted onsite professional development supporting teachers and maximizing conditions for learning. 11. I-Ready Reading & Math is an online program that is an adaptive diagnostic that pinpoints scholars' down to the sub-skill level. Based on research i-ready instruction will aid our scholars in making substantial learning gains across key subgroups and meet the evidence criteria for ESSA. We will implement this program with fidelity in order to yield the desired results by every scholar on the 2019 spring FSA in Reading and Math. 12. Provide professional development in Cooperative Learning strategies (Kagan Cooperative Learning) 13. Provide additional parental involvement opportunities in Reading so that families can better support and advocate for their students.

14. Use of Achievement Network to build Effective Leadership by providing support in the following areas:

- Leader Lever 1: Build a strong command of the standards
- Leader Lever 2: Use data to tailor instruction for scholars
- Leader Level 3: Focus on a small number of instructional priorities
- Leader Lever 4: Develop teachers' ability to deliver strong instruction
- Leader Lever 5: Build a strong leadership team

15. Standards-Aligned Planning and Instructional Tools & Professional Learning- teachers will receive access to ANet's online platform, myANet, that provides you with easy-to-understand data and instructional resources in math and ELA, including access to our online "quiz tool" through our proprietary platform, yet. We will be able to create our own customized quizzes at the individual scholar level, at the classroom level, and/or with customized subgroups of scholars and have direct control over the items you add to customize quizzes. These resources will enable our teachers to plan and monitor rigorous, standards-aligned lessons and adjust instruction based on scholar understanding. Use of these resources, as well as the development of a deep understanding of standards and best practices for leadership and instruction, will be supported through regular professional development convening throughout the school year.

Person Responsible Merrideth Schaefer (schaeferme@pcsb.org)

Plan to Monitor Effectiveness

Description

1. Bi-weekly Assessment data and MAP data will be utilized to move students into Tier 2 and Tier 3 interventions
2. The percentage of students demonstrating proficiency in reading on assessments
3. Team will monitor through daily classroom walk-throughs and data analysis feedback sessions with teachers and coaches.
4. Outcomes of LSI tracker data used by teachers and administration.
5. Team will utilize i-Ready which offers one assessment system that efficiently meets these, and many additional needs. Within that system are two kinds of assessment tools: a Diagnostic that provides a global view of K–12 skills, and a Standards Mastery measure that maps to a district's scope and sequence. This two-pronged approach provides districts with both a grade-agnostic view into whether students are on track to reach proficiency and meet annual growth goals, and a grade-level view of how well students have learned recently taught content.
6. The team will use the i-Ready Diagnostic results to point to a combination of online instruction, downloadable teacher-led lessons unique to each student's assessment result, and to on-grade level instruction within Ready®. Results from the diagnostic create easy-to-understand, individualized instructional plans that differentiate instruction and support blended learning.

Person Responsible Melanie Taylor (taylormel@pcsb.org)

Activity #2	
Title	Through task alignment with the rigor of the standard in Math, increase the learning gains of students in our Lowest Quartile
Rationale	Our current level of performance is 22% for L25 students making learning gains, as evidenced in FSA Math 2018. We believe the problem/gap is occurring because a misalignment of the level of the standard and task complexity. If task alignment would occur, we believe the problem would be reduced by 33%.
Intended Outcome	The percent of all L25 students making learning gains will increase from 22% to 55%, as measured by FSA Math 2019.
Point Person	Sara DePerro (deperros@pcsb.org)
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers collaborate to select and implement rigorous tasks aligned with each standard, including Mathematics Formative Assessment System and Rich Mathematical Tasks from the curriculum guides on a weekly basis. 2. Teachers implement daily Number Routines at the start of the mathematics block to increase number sense and flexibility. 3. Instructional coaches monitor teacher practice and provide feedback to support teacher growth, including regularly observe mathematics lessons and provide feedback. 4. Conduct regular Professional Learning Communities inclusive of 'data chats' to review student responses to tasks and plan for instruction based on data. 5. Teachers monitor and provide feedback to students to support learning. 6. Administrators and teachers engage in mathematics-focused learning walks using district provided walk-through tools. 7. Teachers utilize systemic documents to effectively plan for mathematics units that incorporate the Standards for Mathematical Practice and rigorous performance tasks aligned to the Mathematics Florida Standards 8. Grade level teams will collaboratively plan to adjust instruction and plan differentiation appropriate to the level of the standard. 9. Provide additional parental involvement opportunities in Math so that families can better support and advocate for their students. 10. Provide follow-up professional development in iReady Reading intervention strategies 11. Learning Sciences International (LSI) will provide targeted onsite professional development supporting teachers and maximizing conditions for learning. 12. I-Ready Reading & Math is an online program that is an adaptive diagnostic that pinpoints scholars' down to the sub-skill level. Based on research i-ready instruction will aid our scholars in making substantial learning gains across key subgroups and meet the evidence criteria for ESSA. We will implement this program with fidelity in order to yield the desired results by every scholar on the 2019 spring FSA in Reading and Math. 13. Provide professional development in Cooperative Learning strategies (Kagan Cooperative Learning) 14. Provide additional parental involvement opportunities in Reading so that families can better support and advocate for their students. 15. Use of Achievement Network to build Effective Leadership by providing support in the following areas: <ul style="list-style-type: none"> • Leader Lever 1: Build a strong command of the standards • Leader Lever 2: Use data to tailor instruction for scholars • Leader Level 3: Focus on a small number of instructional priorities • Leader Lever 4: Develop teachers' ability to deliver strong instruction • Leader Lever 5: Build a strong leadership team

16. Standards-Aligned Planning and Instructional Tools & Professional Learning- teachers will receive access to ANet's online platform, myANet, that provides you with easy-to-understand data and instructional resources in math and ELA, including access to our online "quiz tool" through our proprietary platform, yet. We will be able to create our own customized quizzes at the individual scholar level, at the classroom level, and/or with customized subgroups of scholars and have direct control over the items you add to customize quizzes. These resources will enable our teachers to plan and monitor rigorous, standards-aligned lessons and adjust instruction based on scholar understanding. Use of these resources, as well as the development of a deep understanding of standards and best practices for leadership and instruction, will be supported through regular professional development convening throughout the school year.

Person Responsible Betty Payzant (payzantb@pcsb.org)

Plan to Monitor Effectiveness

Description

1. Classroom Assessment data and MAP data will be utilized to move students into Tier 2 and Tier 3 interventions
2. The percentage of students demonstrating proficiency in math on assessments
3. Team will monitor through daily classroom walk-throughs and data analysis feedback sessions with teachers and coaches.
4. Outcomes of LSI tracker data used by teachers and administration.

Person Responsible Melanie Taylor (taylormel@pcsb.org)

Activity #3	
Title	Student proficiency levels on 5th Grade Science Assessment
Rationale	Our current level of performance is 42%, as evidenced in FSA Science 2018. We believe the problem/gap is occurring because of students' understanding and application of science vocabulary. If standards review with vocabulary focus would occur, we believe the problem would be reduced by 13%
Intended Outcome	The percent of all 5th grade students achieving science proficiency will increase from 42% to 55%, as measured by FSA Science 2019.
Point Person	Sara DePerro (deperros@pcsb.org)
Action Step	
Description	<ol style="list-style-type: none"> 1. Monitor and develop support plans for teachers not exhibiting routine practice of the 10-70-20 science instructional model inclusive of support provided by school-based mentors or request district science coach support. 2. Teachers collaborate to select and implement rigorous tasks aligned with each standard. 3. Teachers use BOAST vocabulary academic gaming strategies. 4. Utilize 5 E lessons and Science Learning Activity Guides. 5. Teachers utilize systemic documents to effectively plan for science units that incorporate the 10-70-20 science instructional model. 6. Conduct regular Professional Learning Communities inclusive of 'data chats' to review student responses to tasks and plan for instruction based on data. 7. Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance. 8. Science instructor will push into classrooms to guide vocabulary practice and model academic gaming in the classroom. 9. Students will participate in Science focused competitions.
Person Responsible	Ciera Negretti (negrettic@pcsb.org)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. Classroom Assessment and common assessment data to assess student understanding of content. 2. The percentage of students demonstrating proficiency in science on assessments 3. Team will monitor through classroom walk-throughs and data analysis feedback sessions with teachers and coaches. 4. Outcomes of LSI tracker data used by teachers and administration.
Person Responsible	Melanie Taylor (taylormel@pcsb.org)

Activity #4	
Title	Improved the proficiency rates of African American Students in ELA and Mathematics
Rationale	Our current level of performance is 27.6% ELA and 31.6% in Math as evidenced in FSA proficiency. We believe the problem/gap is occurring because staff need to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. If using data to differentiate instruction would occur, we believe the problem would be reduced by 27.4% in ELA and 23.4% in Math.
Intended Outcome	The percent of black students reaching proficiency on FSA Reading will increase from 27.6% to 55%, as measured by FSA ELA 2019 and FSA Math will increase from 31.6% to 55% as measured by FSA Math 2019.
Point Person	Sara DePerro (deperros@pcsb.org)
Action Step	
Description	<ol style="list-style-type: none"> 1. Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. 2. Implement effective intervention strategies based on the close monitoring of students with personalized learning plans. 3. Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students. 4. Implement universal screening for gifted identification to expand the number of black students served within the talent development groups or identified as gifted learners. 5. Identify any African American student in need of remediation and offer them first priority in extended learning opportunities. 6. All African American students who fall within the L35 group will have a personalized learning plan. 7. Utilize the 5000 Role Models and Girlfriends program to provide mentorship for African American students. 8. Provide follow-up professional development in iReady Reading intervention strategies to focus on African American student intervention plans. 9. Learning Sciences International (LSI) will provide targeted onsite professional development supporting teachers and maximizing conditions for learning. 10. I-Ready Reading & Math is an online program that is an adaptive diagnostic that pinpoints scholars' down to the sub-skill level. Based on research i-ready instruction will aid our scholars in making substantial learning gains across key subgroups and meet the evidence criteria for ESSA. We will implement this program with fidelity in order to yield the desired results by every scholar on the 2019 spring FSA in Reading and Math. 11. Provide professional development in Cooperative Learning strategies (Kagan Cooperative Learning) 12. Provide additional parental involvement opportunities in Reading so that families can better support and advocate for their students. 13. Use of Achievement Network to build Effective Leadership by providing support in the following areas: <ul style="list-style-type: none"> • Leader Lever 1: Build a strong command of the standards • Leader Lever 2: Use data to tailor instruction for scholars • Leader Level 3: Focus on a small number of instructional priorities • Leader Lever 4: Develop teachers' ability to deliver strong instruction • Leader Lever 5: Build a strong leadership team 14. Standards-Aligned Planning and Instructional Tools & Professional Learning- teachers

will receive access to ANet's online platform, myANet, that provides you with easy-to-understand data and instructional resources in math and ELA, including access to our online "quiz tool" through our proprietary platform, yet. We will be able to create our own customized quizzes at the individual scholar level, at the classroom level, and/or with customized subgroups of scholars and have direct control over the items you add to customize quizzes. These resources will enable our teachers to plan and monitor rigorous, standards-aligned lessons and adjust instruction based on scholar understanding. Use of these resources, as well as the development of a deep understanding of standards and best practices for leadership and instruction, will be supported through regular professional development convening throughout the school year.

Person Responsible Sara DePerro (deperros@pcsb.org)

Plan to Monitor Effectiveness

Description

1. Bi-weekly Assessment data and MAP data will be utilized to monitor African American students into Tier 2 and Tier 3 interventions.
2. The percentage of African American students demonstrating proficiency in reading on assessments
3. Team will monitor through daily classroom walk-throughs and data analysis feedback sessions with teachers and coaches.
4. Outcomes of LSI tracker data used by teachers and administration.
5. Leadership team will monitor monthly the status of the Gifted Program Testing.
6. The team will also consider student performance on iStation and other assessment tools as appropriate.

Person Responsible Melanie Taylor (taylormel@pcsb.org)

Activity #5	
Title	Increase Proficiency rates and Learning gains of our ESE students
Rationale	Our current level of performance is 19% in ELA and 23.8% in Math as evidenced in FSA 2018.
Intended Outcome	The percent of ESE students achieving proficiency will increase from 19% in Reading and 23.8% in Math to 55%, as measured by FSA 2019. We believe the problem/gap is occurring because of a lack of true differentiation in teacher lesson plans to accommodate ESE students. If differentiation would occur, we believe the problem would be reduced by 36% in ELA and 31% in Math.
Point Person	Sara DePerro (deperros@pcsb.org)
Action Step	
Description	<ol style="list-style-type: none"> 1. Implement a process for placing students requiring ESE services in master schedules first in order to optimize service delivery and focused on a clustering process to meet student needs. 2. Provide opportunities for ESE and general education teachers to co-plan for differentiated instruction and support delivery of services. 3. Embed metacognitive strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content. 4. Make rigorous texts, materials, content and activities accessible to students through supplementary aids including annotated texts and assistive technology as possible. 5. Use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work. 6. Provide follow-up professional development in iReady Reading intervention strategies to allow access for students with learning disabilities. 7. Learning Sciences International (LSI) will provide targeted onsite professional development supporting teachers and maximizing conditions for learning. 8. I-Ready Reading & Math is an online program that is an adaptive diagnostic that pinpoints scholars' down to the sub-skill level. Based on research i-ready instruction will aid our scholars in making substantial learning gains across key subgroups and meet the evidence criteria for ESSA. We will implement this program with fidelity in order to yield the desired results by every scholar on the 2019 spring FSA in Reading and Math. 9. Provide professional development in Cooperative Learning strategies (Kagan Cooperative Learning) 10. Provide additional parental involvement opportunities in Reading so that families can better support and advocate for their students. 11. Use of Achievement Network to build Effective Leadership by providing support in the following areas: <ul style="list-style-type: none"> • Leader Lever 1: Build a strong command of the standards • Leader Lever 2: Use data to tailor instruction for scholars • Leader Level 3: Focus on a small number of instructional priorities • Leader Lever 4: Develop teachers' ability to deliver strong instruction • Leader Lever 5: Build a strong leadership team 12. Standards-Aligned Planning and Instructional Tools & Professional Learning- teachers will receive access to ANet's online platform, myANet, that provides you with easy-to-understand data and instructional resources in math and ELA, including access to our online "quiz tool" through our proprietary platform, yet. We will be able to create our own customized quizzes at the individual scholar level, at the classroom level, and/or with customized subgroups of scholars and have direct control over the items you add to

customize quizzes. These resources will enable our teachers to plan and monitor rigorous, standards-aligned lessons and adjust instruction based on scholar understanding. Use of these resources, as well as the development of a deep understanding of standards and best practices for leadership and instruction, will be supported through regular professional development convening throughout the school year.

Person Responsible Lauren Eichler (eichlerl@pcsb.org)

Plan to Monitor Effectiveness

- Description**
1. Team will also conduct bi-weekly data analysis using bi-weekly assessments as well as MAP assessment data (as it is available) to monitor the progress of our ESE students.
 2. The team will also consider student performance on iStation and other assessment tools as appropriate.
 3. Team will review outcomes on ESE students progress reports as noted by the VE resource teacher.
 4. Bi-weekly Assessment data and MAP data will be utilized to assess impact on current ESE accommodations and interventions.
 2. The percentage of ESE students demonstrating proficiency in reading and mathematics on assessments
 3. Team will monitor through daily classroom walk-throughs and data analysis feedback sessions with teachers and coaches.
 4. Outcomes of LSI tracker data used by teachers and administration.

Person Responsible Melanie Taylor (taylormel@pcsb.org)

Activity #6	
Title	Improve the performance gap of male students as compared to female students in ELA
Rationale	Our current level of performance is 35.5%, as evidenced in male performance in ELA.
Intended Outcome	The percent of male students achieving proficiency will increase from 35.5% to 50%, as measured by FSA ELA 2019. We believe the problem/gap is occurring because lack of differentiation in lessons to meet the needs of male learners and their learning styles. If differentiation would occur, we believe the problem would be reduced by 15%.
Point Person	Sara DePerro (deperros@pcsb.org)
Action Step	
Description	<ol style="list-style-type: none">1. Classroom has colorful, simple and relevant anchor charts with routines & expectations in logical locations.2. Students can choose from a variety of flexible seating options (stability balls, pillows, yoga mats, lap desks, bean bags, standing desks, wobble chairs, etc), and transition to different areas of the classroom often.3. At the beginning of lessons, student thinking will be frequently connected to prior learning.4. Students will be provided with lots of things to touch and sense during reading and writing instruction.5. Regular use of manipulatives.6. Lessons will regularly reflect the range of student interests represented in the classroom.
Person Responsible	Emily Wayman (waymane@pcsb.org)
Plan to Monitor Effectiveness	
Description	Team will monitor male student outcomes through daily classroom walk-throughs and data analysis of bi-weekly assessments and Map Assessment outcomes. Additional data review will be done on iStation data and other assessments as appropriate.
Person Responsible	Melanie Taylor (taylormel@pcsb.org)

Activity #7	
Title	Decrease the percent of students missing 10% or more school days
Rationale	Our current attendance rate is 95.8%. We believe the problem/gap in attendance is occurring because families lack recognition of understanding the importance of daily attendance. If student and parent incentives for regular attendance would occur, we believe the problem would be reduced by 3%.
Intended Outcome	We expect our performance level to be 98% by May 2019.
Point Person	Melanie Taylor (taylormel@pcsb.org)
Action Step	
Description	<ol style="list-style-type: none"> 1. Review attendance taking process and school-wide strategies for positive attendance with all staff. 2. Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier 1 student. 3. Develop and implement attendance incentive programs and competitions. 4. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance. 5. Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis. 6. Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis. 7. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared). 8. School Social worker reach out to the families of students returning in 3rd-5th grade with attendance below 90% to share attendance and academic data.
Person Responsible	Suchita Matheney (matheneys@pcsb.org)
Plan to Monitor Effectiveness	
Description	We will analyze and review our data for effective implementation of our strategies by reviewing attendance data monthly
Person Responsible	Melanie Taylor (taylormel@pcsb.org)

Activity #8	
Title	Decrease the number of behavior referrals received school wide
Rationale	Our current level of performance in school-wide behavior is 290 referrals were received in the 2017-2018 school year. We believe the problem/gap in behavior performance is occurring because of limited use of restorative practices in lieu of punitive consequences. If Restorative practices would occur, the problem would be reduced by 190 referrals, as evidenced by student profiles behavior report.
Intended Outcome	We expect our performance level to be 100 referrals by May 2019.
Point Person	Dawn Lewis (lewisda@pcsb.org)
Action Step	
Description	<ol style="list-style-type: none"> 1. Attend district-led, two-day team training for Restorative Approaches and SEL 2. Ensure at least one staff member attends and becomes a certified Trainer of RP 3. Develop school-wide roll-out and development plan of RP/SEL. 4. Conduct SEL and Restorative practices learning opportunities. 5. Monitor and support staff for implementation with fidelity. 6. Review student and teacher behavior data on a monthly basis for trends and next steps. 7. Update and monitor school-wide plan as needed. 8. Celebrate areas of growth 9. Update strategies for areas of improvement <ul style="list-style-type: none"> o Team will work closely with SBLT to build capacity o Staff training schedule to be developed and communicated to entire staff o Training to be provided to entire staff (Introduction to Restorative Practices and Using Circles Effectively) o Developing a plan for Restorative Practices orientation for new staff that join the community throughout the year o Trainer and RIT consistently meet with SBLT and has a communication plan for school stakeholders o Administration adopts the use of restorative tools for staff interaction (such as circles)
Person Responsible	Dawn Lewis (lewisda@pcsb.org)
Plan to Monitor Effectiveness	
Description	We will analyze and review our data for effective implementation of our strategies by monthly restorative practice cohort meetings.
Person Responsible	Melanie Taylor (taylormel@pcsb.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Family Engagement

Bay Point Elementary Magnet will continue to build positive relationships by increasing our efforts to communicate with our families. We will do this by continued use of our bi-weekly progress reports, monthly school and magnet activity newsletters and School Messenger calls. We will also look to implement the use of the Remind App to send text reminders of upcoming events and notations.

We will also provide curriculum events tied to build parent content area knowledge:

1. Title Annual Meeting
2. Reading Under the Stars
3. Student Led Conferences
4. Meet the teacher
5. Open House
6. Fiesta Night
7. Math Night
8. STEM Family night
9. Science Fair
10. Family Art Night
11. Black History Month Celebration
12. Color Run

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

In addition to the School Counselor, who implements a comprehensive guidance program to meet the social-emotional needs of the school, Bay Point Elementary has the following services and programs to support our students.

1. Social worker to work directly with students delivering individual and small group counseling as needed, as well as delivering referral services with families
2. Psychologist whose time is allocated to Response to Intervention processes and supports
3. School will be increasing its deployment of character education, including classroom lessons.
4. The school also ensures the social-emotional needs of students through school-wide team building activities and partnerships across grade levels.
5. Our world language team provides weekly Spanish language and cultural instruction.
6. School Magnet Coordinator to address the social and emotional needs of families and students new to the school to inform them of campus supports.

Community supports include:

1. Pack a Snack Program
2. Free Breakfast and Lunch resources for all students
3. Clothes for Kids

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The strategies that the school employs to support incoming and outgoing cohorts of students includes:

1. Kindergarten Orientation will be conducted. Families will receive:
 - * Coloring book
 - * Site words list

- * Tangram set
 - * Welcome to Kindergarten booklet- Highlighting readiness skills
 - * Parent guide
 - * Crayons and pencil
2. Information Materials will be sent to Pre-K in the fall.
 3. All incoming students will receive a Welcome Letter indicating classroom teacher, suggested supplies list, news and notes.
 4. Kindergarten shadowing if requested
 5. Kindergarten Play Day
 6. Discovery Night

For our outgoing class:

1. All students receive grade level book collection to take with them each year to create their own home library
2. All 5th grade students receive a course elective selection sheet from their middle school
3. School sponsors a prepare for middle school night
4. Feeder Middle school is invited to meet with 5th graders to discuss their program and the options for attending
5. All 5th grade families receive invitations and program guides for the middle school application fairs and information nights.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

We have redesigned our groups, teams and committees to align our resources to the needs of our students by focusing on the strengths of our team.

We have also realigned student groups to align teachers to their deficient areas in FSA scores.

Who: These resources will be coordinated and monitored through the School Based Leadership Team and our Leadership team.

How: Those teams will meet weekly and use the problem solving process to address instructional and operational needs of the school. School wide data will be dis-aggregated and analyzed to identify trends associated with the use of the materials and identify any barriers to their implementation.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Strategies used by the school to advance college and career awareness include a strong focus on National

Feeder Middle Schools are invited to meet with outgoing 5th graders to describe the expectations and the information about Middle School programs. We also have a partnership with a local high school for their students to volunteer and work with students in our program.

Part V: Budget

Total:	\$496,470.41
---------------	---------------------