

Pinellas County Schools

BAY VISTA FUNDAMENTAL ELEM.



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission at Bay Vista Fundamental is to educate all learners to become successful, productive members of society by providing a safe, positive learning community.

Provide the school's vision statement

100% Student Success

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Donna Hall

Position Title

Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Kelly Goss

Position Title

Curriculum Specialist / Admin/Leadership Team

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #3

Employee's Name

DeAnne Ruffing

Position Title

Teacher / ELA SIP Goal Manager

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #4

Employee's Name

Stephanie Keesee

Position Title

Teacher / ELA SIP Goal Manager

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #5

Employee's Name

Beth Finch

Position Title

Teacher / Science SIP Goal Manager

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #6

Employee's Name

Anthony Ateek

Position Title

Teacher / Science SIP Goal Manager

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #7

Employee's Name

Christina Kaddis

Position Title

Teacher / Math SIP Goal Manager

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #8

Employee's Name

Heather Holdsworth

Position Title

Teacher / Math SIP Goal Manager

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #9

Employee's Name

Jaclyn Schafer

Position Title

Teacher / Positive Culture and Environment Goal Manager

Job Duties and Responsibilities

No Answer Entered

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

SIP Teams are created for each goal which are led by a Goal Manager(s). Each Spring, Goal Managers collaborate with their SIP Team over several working sessions to draft action steps to support our goals for the upcoming school year. Goal Managers and administration collaborate over the summer months to draft the SIP. In August, the SIP is shared with SAC for any additional input and for approval before it is finally submitted that month.

SIP Monitoring

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

SIP Goal managers meet with SIP Teams quarterly to monitor the implementation of action steps and their effectiveness toward school goals. If action steps have not been implemented, the team creates a plan for implementation. The SIP Teams complete a reflection and evaluate the specific action steps related to their goal to provide feedback that is shared with administration and the School Based Leadership Team (SBLT). Administration and the SBLT work collaboratively to determine the next steps to support progress toward our goals and to closing achievement gaps for all students. Progress is also shared with SAC the second semester through our State of the School presentation.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	60.7%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	71.2%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20: A

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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	
Absent 10% or more school days	0	13	10	13	3	13				52
One or more suspensions	0	0	2	2	0	5				9
Course failure in English Language Arts (ELA)	0	0	0	0	0	0				0
Course failure in Math	0	0	0	1	2	0				3
Level 1 on statewide ELA assessment	0	0	0	5	14	10				29
Level 1 on statewide Math assessment	0	0	0	7	5	16				28
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	0	6	6	3						15
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	3	2	2	14	18					39

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	3	2	4	13				23

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	1	0	2	0	0				3
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	13	14	8	8	9	11				63
One or more suspensions		2	5	2	2	3				14
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment				12	13	9				34
Level 1 on statewide Math assessment				9	15	11				35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)				12						34

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators			1		1	1				3

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year			1	4						5
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024		2023		2022**				
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	70			67	54	53	69	55	56
ELA Grade 3 Achievement **	76			63	54	53			
ELA Learning Gains	67						76		
ELA Learning Gains Lowest 25%	52						52		
Math Achievement *	76			73	61	59	70	51	50
Math Learning Gains	67						72		
Math Learning Gains Lowest 25%	44						51		
Science Achievement *	79			79	62	54	60	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress				64		59			

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	531
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
66%	71%	64%	52%		67%	64%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	46%	No		
Black/African American Students	56%	No		
Hispanic Students	73%	No		
Multiracial Students	78%	No		
White Students	86%	No		
Economically Disadvantaged Students	58%	No		
2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	56%	No		
Asian Students	87%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Black/African American Students	48%	No		
Hispanic Students	84%	No		
Multiracial Students	67%	No		
White Students	93%	No		
Economically Disadvantaged Students	53%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	65%	No		
English Language Learners				
Native American Students				

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Asian Students	90%	No		
Black/African American Students	53%	No		
Hispanic Students	76%	No		
Multiracial Students	82%	No		
Pacific Islander Students				
White Students	83%	No		
Economically Disadvantaged Students	52%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	70%	76%	67%	52%	76%	67%	44%	79%					
Students With Disabilities	38%	47%	56%	53%	48%	41%	33%	53%					
Black/African American Students	51%	67%	51%	49%	59%	57%	39%	72%					
Hispanic Students	73%	80%	70%		73%	74%		67%					
Multiracial Students	94%		83%		88%	45%							
White Students	86%	80%	81%		92%	83%		94%					
Economically Disadvantaged Students	55%	67%	58%	48%	62%	61%	39%	74%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	67%	63%			73%			79%					
Students With Disabilities	56%				56%								
Asian Students	82%				91%								
Black/African American Students	44%	42%			51%			54%					
Hispanic Students	82%				79%			92%					
Multiracial Students	61%				72%								
White Students	89%	89%			93%			100%					
Economically Disadvantaged Students	49%	47%			57%			59%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	69%		76%	52%	70%	72%	51%	60%					
Students With Disabilities	59%		79%		52%	71%							
English Language Learners													
Native American Students													
Asian Students	90%				90%								
Black/African American Students	50%		63%	55%	50%	61%	52%	43%					
Hispanic Students	79%		75%		70%	80%							
Multiracial Students	73%				90%								
Pacific Islander Students													
White Students	83%		90%		87%	78%		78%					
Economically Disadvantaged Students	53%		58%	50%	53%	58%	50%	43%					

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Our ELA data showed a 3% increase overall with a proficiency of 70% compared to 67% in 2023. This equates to the following proficiency levels across assessed grade levels: 3rd grade-76%, 4th grade-67%, 5th grade-69%. This is an overall increase compared to our 2023 data, which indicates with a continued focus of providing instruction that meets the full depths of the B.E.S.T. Standards, the implementation of pop-up groups across all intermediate grades, and the inclusion of writing in the upcoming FAST assessment will continue to increase our score to move closer to our goal of 75%.

Similarly, our Math data showed a 3% overall with a proficiency of 76% compared to 73% in 2023. This equates to the following proficiency levels across assess grade levels: 3rd grade-82%, 4th grade-81%, 5th grade-66%. We will continue our work around unpacking the B.E.S.T. benchmarks to provide instructions to support our SIP goal of 80%.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our greatest decline occurred in Math Gains among the Lowest 25% with a decrease of 11% from 51% in 2022 to 40% in the current testing year. Learning gains were not measured in 2023 as our assessment tool changed from FSA (paper-based) to FAST (computer-based). While students continue to adapt to computer-based testing, there are still components of the testing protocols that are challenging, especially for our students with disabilities, which make up a large portion of our L25 population. In addition to learning academic content, students must also be versed in attempting each problem on the first try. Students are not able to skip or flag questions as doing so negatively affects the adaptability of the test. This approach to testing is in direct contrast to the strategies students had previously been taught up until Progress Monitoring Cycle 2 of the 2023/24 school year. As such, this should be considered as a factor that contributed to the overall 2024 Math Learning Gains among the L25 population.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

We did not see declines in our proficiency levels for 2024. Instead we saw 3% gains in both Math and ELA, respectively, and maintained our 79% proficiency in Science. ELA proficiency increased from 67% to 70%. Math proficiency increased from 73% to 76%.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Grade 5 SSA proficiency held strong at 79% compared to the state proficiency of 53% which is a gap of 26%. While we typically have a positive gap among our SSA performance compared to the state, this continues to be our greatest positive gap. As the Grade 5 SSA test includes standards from grades K-5, our science instructional time is maximized each day across all grade levels. This, along with the consistent implementation of a Walk-to-Science intervention contributed to the significant positive gap in fifth grade science. The Walk-to-Science groups were based on disaggregated data. Students were grouped by their lowest performed standards as evidenced by the Mid-Year Science Assessment and the Mock SSA to participate in hands-on activities targeting those specific standards. Additional focus was placed on the 60 science power words across all classrooms. The focus on Walk-to-Science and the power words continues to impact our proficiency rates.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

There is a correlation for many of our lowest performing students and their rate of attendance.

Therefore our EWS top priorities are as follows:

1. Attendance for students who are absent 10% or more.
2. Attendance for our students scoring below proficiency in grades 3-5.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Learning gains among L25 in mathematics and reading in grades 4-5.
2. ELA proficiency with a focus on writing in grades 4 & 5.
3. Goal setting across all grade levels.
4. PBIS System that promotes safety, positivity, and equity where every student can feel valued, connected to the school community and supported by caring adults.
5. Cognitively Complex Tasks aligned to benchmarks/standards-based targets.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

specifically relating to

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

No Answer Entered

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

No Answer Entered

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring:**By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Standards-based data (FAST and SSA) from the 23/24 school year shows students performing at 70% proficiency in ELA, 76% proficiency in Math, and 79% proficiency in Science, respectively. As our data has continued to increase based on our action steps, we will continue to focus on implementing rigorous instructional strategies and/or tasks aligned to the B.E.S.T. Standards at the appropriate taxonomy level. If the level of rigor and frequency of cognitively complex tasks aligned with B.E.S.T. Standards occurs, student proficiency will also increase, and we will meet our goals. Our current level of performance among Black students is 51% which is a 5% increase from 2023. We currently have a gap of 33.2%. This is occurring because 49% of our Black students in Grades 3-5 lack reading foundational skills required by the demands of the standards/benchmarks at their current grade level.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of Grade 3-5 students achieving proficiency in ELA will increase 5% from 70% to 75% as measured by Florida's Assessment of Student Thinking (FAST), PM3.

The percentage of Grade 3 students achieving proficiency in ELA will increase 5% from 75% to 80% as measured by Florida's Assessment of Student Thinking (FAST), PM3.

The percentage of students achieving proficiency in Math will increase 4% from 76% to 80% as measured by Florida's Assessment of Student Thinking (FAST), PM3.

The percentage of students achieving proficiency in Science will increase 1% from 79% to 80% as measured by the SSA.

The percentage of Black students achieving ELA proficiency will increase 24% from 51% to 75%, as

measured by the Florida Assessment of Student Thinking (FAST), PM3

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

All of our instructional practices and planning are grounded in our School Improvement Plan. We use a variety of assessments to monitor and track data including walk-throughs with school-created content-specific walkthrough tools, Lesson Plans, District Assessments, Running Records, ISIP/ Istation, Dreambox usage, and formative assessments. Using this ongoing information helps assist us in revising the SIP throughout the school year.

Person responsible for monitoring outcome

Donna Hall and Kelly Goss

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

1. Deepen understanding of the B.E.S.T. Standards/NGSSS as a nonnegotiable for improving student outcomes. 2. Utilize curricular materials to create a common foundation of standards-aligned rigorous expectations for all students. 3. Monitor whole-group and small-group instruction to ensure instruction is rigorous and implemented according to evidence-based principles. 4. Develop a Professional Learning Plan that results in improved practice and better student outcomes. 5. Celebrate students' growth with regards to goal setting and academic progress to encourage the use of high-yield strategies and ensure continuous academic growth. 6. Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies and practices 7. Ensure Black students are participating in extended learning opportunities and in extended school year programs through recruitment and targeted resources. 8. Data-driven PLC and collaborative planning allows teachers to plan standards-based lessons with an emphasis on task alignment to the benchmarks of the grade level and make adjustments throughout the school year based on student needs.

Rationale:

Professional Learning Communities allow leadership and teachers to work together to align instruction to student need in a cyclical process. If we effectively implement high-leverage strategies which support standards-based planning and instruction, rigorous student-centered instruction, differentiated instruction, culturally relevant strategies, and ongoing professional development, the percentage of students achieving proficiency will increase from 70% to 75% in ELA, 76% to 80% in Math, 79% to 80% in Science, 51% to 75% in ELA among Black students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Cognitive Engagement with Content

Person Monitoring:

Donna Hall

By When/Frequency:

May 2025/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Purposefully combine/stack standards and benchmarks to support learning so that a benchmark is spotlighted and supporting benchmarks (such as ELA Expectations/MTRs) that enhance instruction are incorporated in the lesson to meet the demands of the spotlighted benchmark. 2. Provide all students with consistent opportunities to engage in complex, grade-level content and activities related to the rigor of the standard/benchmark. These learning opportunities will be evidenced on a learning board with target/task alignment and clearly defined success criteria. 3. Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, as well as extensions/more advanced texts for students above the benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data. 4. Employ instructional practices that result in an enriched student experience through students doing the work of the lesson (higher-order questioning, quick demonstration followed by practice, limiting teacher talk, high-quality feedback, opportunities to use that feedback, gradual release of responsibility model of instruction [ELA], Pop-Up ELA groups, Pinellas Problem Solving Routine, Number Routines, Escape Rooms, collaborative structures, 3-1 daily instructional routine/Ignite-Investigate-Inform, culturally responsive strategies).

Action Step #2

Professional Learning, Formative Assessment, and Feedback

Person Monitoring:

Donna Hall

By When/Frequency:

May 2025/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

5. Empower teacher leaders to create/sustain a culture of collaboration, feedback, and openness including ongoing professional development, teacher-to-teacher feedback, learning walks, cross-grade level articulation, and establishing demonstration/model classrooms at each grade level where teachers learn from and inspire one another. Weekly PLCs will focus on content, collaborative planning, data, and learning walks (quarterly). 6. Through ongoing data chats, implement a plan for identifying students not meeting the benchmark, including targeted instruction, and frequently monitoring progress to close gaps early to drive interventions including Walk to Read (grades 1-2), Walk to Write (4-5), Walk to Science (5). 7. Teachers and administrators engage in Collaborative Planning across all content areas utilizing the Best Instructional Guide to Mathematics (B1G-M), PCS ELA Modules & Achievement Level Descriptions (ALDs), and PCS Science Units curriculum to support implementation of the Florida B.E.S.T. Standards/ Florida State Academic Standards for Science (FSASS). Teachers and administrators regularly engage in data/student work analysis that addresses gaps in student learning, plan for high-level engagement tasks and collaborative structures that carry the full weight of the standards to yield maximum impact on student learning. 8. Ensure feedback, professional development, and structured PLC's support the Florida B.E.S.T Standards/ FSASS, is content-focused, teacher and student-focused, incorporates equitable practices and

culturally responsive teaching/strategies, is instructionally relevant, actionable and promotes strong alignment between standard, target, and task. 9. Grade 4 & 5 ELA teachers will actively participate in Core Connections professional development as a school team to enhance student learning outcomes in writing.

Action Step #3

Academic Discourse

Person Monitoring:

Donna Hall

By When/Frequency:

May 2025/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

10. Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback. 11. Implement goal-setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating success. 12. Implement student-led conferences to allow students to share their academic goals and their progress with family members.

Action Step #4

Academic Excellence for All

Person Monitoring:

Donna Hall

By When/Frequency:

May 2025/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

13. Continue and add Tier 3 and Tier 2 support for Black students including (1) Girlfriends Club, (2) School counselor will provide lessons on bias and equity to grades 3-5 and focus groups will be established with counselor and/or social worker with Black students in any grade who are struggling with trauma, (3) Ensure Black students are participating in extended learning opportunities and in the extended year program (Summer Bridge) through recruitment and targeted resources and track the participation data for these programs. 14. Monitor Black student data to track academic progress: (1) Black student achievement data will be analyzed at cycle data chats/PLCs to identify gaps. Teachers and administration will collaboratively develop action steps to intentionally close the identified gaps using research-based strategies.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on the 2024 state assessment data, our SWD students scored below the 41% Federal Index with a score of 38%. To support our SWD students, we must ensure small group instruction and/or 1:1 specially designed instruction occurs with fidelity in an inclusion model that allows for Gen-ed and

VE resource teachers to collaboratively team teach and provide differentiation.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percent of SWD students achieving ELA proficiency will increase from 38% to 50% as measured by 2025 ELA FAST.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring will occur through involvement of the administrative team in PLCs while planning for standards-based instruction focused on explicit, systematic and sequential approaches for all content areas. Interventions for all Tier 2 and Tier 3 students will be monitored to ensure fidelity. The administrative team will provide support and feedback via walk-throughs and data chats.

Person responsible for monitoring outcome

Kelly Goss

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

ESE teachers will collaboratively plan with the grade level they support and provide specially designed instruction to support students in core instruction with a multi-sensory approach to all learning and utilizing a systematic approach for the delivery of instruction.

Rationale:

In order for students with disabilities to master grade level content, they may require specially designed content and instruction to meet their needs during core instruction. Collaboration between the general education teacher and the ESE teacher is critical to the needs of the SWD to be met. To support the acquisition of reading skills, teachers will utilize a multi-sensory approach to instruction through the use of varied modalities (visual, auditory, and kinesthetic-tactile). Direct and explicit instruction includes modeling of the skills along with guided practice until mastery is achieved. Systematic instruction includes chunking lessons into sequential and manageable steps that go from simple to complex skills.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Standards-based Planning/Instruction

Person Monitoring:

Kelly Goss

By When/Frequency:

May 2025/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. ESE teachers will collaboratively plan with grade level teams. 2. Ensure instructional supports are in place for all students during core instruction and intervention, based on data. 3. Collect data and monitor progress towards Individualized Education Plan goals and ensure collaboration between the ESE teacher and general education teachers to best support students. 4. Teachers and administrators will monitor the use of appropriate practices and scaffolding to ensure students' needs are met.

IV. Positive Culture and Environment

Area of Focus #1

Other

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Providing a variety of opportunities for families to earn meeting credit through attendance/volunteering decreased the number of families referred to IAC. If families have an increased stake in their child and the school community as a whole, then trust and willingness to participate in a multitude of events will be evident. To continue this positive trend, we will offer family engagement/volunteer opportunities that also meet fundamental meeting requirements.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of parents/families referred to IAC for missed meetings will be less than 5% of our family population.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Meeting cards, IAC Referrals, Sign-in applications

Person responsible for monitoring outcome

Donna Hall

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

1. Effectively communicate with families about their students' progress and school processes/practices. 2. Provide academic tools to families in support of their students' achievement at home. 3. Purposefully involve families with opportunities for them to advocate for their students. 4. Intentionally build positive relationships with families. 5. Provide multiple opportunities monthly to engage families through school functions to build positive, respectful, and caring relationships between families and the school.

Rationale:

Families that have increased communication and opportunities within the school environment will feel a greater sense of trust and willingness to participate.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Family Engagement Opportunitites

Person Monitoring:

Donna Hall

By When/Frequency:

May 2025/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Conferences three times a year, Weekly Messages, Monthly Newsletters and Monthly Meeting/Volunteer Choices to meet fundamental meeting requirements. Ongoing family engagement initiatives to include: One School One Book (OSOB), Fall Festival/Treat Trail, Family Dinner/Movie Night, Grandparents Day, Popsicles in the Park, Boohoo-Woohoo Breakfast, Volunteer Opportunities, Jaguar Jog, Color Run, Spirit Nights, Family Literacy Night, Family Science Night, Family Math Night, Be My Valentine Dance, Holiday Challenges. 2. Provide parents/families the opportunity to attend join organizations (PTA, SAC). 3. Utilize social media to increase communication with parents; Facebook, the school's website. 4. Develop and implement activities to build respect and trust between home and school which will include a menu of options for parents to gain Required Meeting Credit. To help families become more engaged in the school community, we will also implement family social gatherings to build relations among school staff and families

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

Bay Vista's SIP will be located on the school website (<https://www.pcsb.org/bayvista-es>) as well as in the Title I Binder located in the Title I Station in the front office. Information about the SIP and its locations will be provided to all stakeholders during the Title I Annual Meeting.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Bay Vista's Family Engagement Plan will be made available to all stakeholders on the school's website (<https://www.pcsb.org/bayvista-es>) as well as in the Title I Binder located in the Title I Station in the front office. Information about the Family Engagement Plan and its locations will be provided to all stakeholders during the Title I Annual Meeting.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

We plan to strengthen the academic program in our school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum via the Extended Learning Program and Promise Time. Additionally, we host family engagement events that are tied to specific

content areas, as well as other opportunities for families to develop a vested interest in the school and its mission.

We have family nights for students, parents, grandparents and other family members throughout the school year. Some of our events include Popsicles in the Park, Boohoo Woohoo Breakfast, Open House, Meet the Teacher, Fall Festival/Treat Trail, Family Literacy Night, Family Math Night, Family Science Night, student-led conferences, Be My Valentine Dance, chorus concerts, Family Dinner/ Movie Night, Spirit Nights, Jaguar Jog, Color Run, and many volunteer opportunities.

Regular and on-going communication, through newsletters, frequent Connect Ed messages and our school website, are effective in garnering the support of our families and the community. Events and positive news are communicated in our newsletters and other media. We work with our PTA and community partners to host family engagement activities that allow the school and business communities to come together and further develop those relationships within the school and community. All efforts work together to strengthen the positive relationships between family, school, and community while providing the best education for our students.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

This plan is developed in coordination and integration with federal programs (Title 1) and local programs (R Club).

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

N/A

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

N/A

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

N/A

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

Bay Vista routinely has data chats over the course of the year. Data chats are held individually with teachers, at PLCs, and with SBLT, and are facilitated by the administration team. Teachers utilize the complete an Individual Student Analysis & Game Plan for ELA and Math. Our game planning document guides us in our data dives to identify areas of strength and areas of need and includes guiding questions to support this work. Action plans are created and monitoring dates are set to follow-up on the plan and to make adjustments, as needed. It is emphasized that our game planning document is fluid as plans should be adjusted in real time as students reach their standards-based goals and make progress. Our monitoring indicates that real time adjustments in response to the changing data are the biggest challenge and an area for focus and growth.

Phase I

1. Increase the analysis of formative assessments at PLCs to include student work and the development of pop-up small groups for differentiation based on the results of the formative assessments. 2. In mathematics, we are incorporating spiral review routinely to impact all learners. We are working to identify instructional strategies that incorporate a pop-up approach in math, as we have in ELA, to develop grade level assignments that are differentiated yet maintain the integrity and full depth of the benchmarks.

Phase II

1. We will continue to use data from students as well as administrator walkthrough data to determine professional development needs school-wide, by grade level, content area, and by individual teacher. 2. We will refine our professional development needs for a targeted focus on aligning it to student needs. 3. Within the professional development, we want to build in opportunity for teachers to prepare lessons based on their data and instructional strategies pursuant to our provided PD.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

We consistently look at school-wide data in SBLT, PLCs, CST, and in our MTSS meetings. Much like the teacher level, the administrative team and SBLT reviews data, game plans, and identifies action steps to ensure appropriate standards-based resources are being used to contribute to student growth.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Resources: Lindamood-Bell, UFLI, ELFAC, Istation, Dreambox, Running Records, Jan Richardson Guided Reading Routine, Standardized Groups, Pop-Up Groups

Rationale: Resources are determined based on student data and deficits.

Teachers will routinely generate student action plans based on need/data to ensure instructional supports are in place for all students.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00