Gulf Beaches Elementary Magnet School

2021-22 Schoolwide Improvement Plan

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Gulf Beaches Elementary Magnet School

8600 BOCA CIEGA DR, St. Petersburg, FL 33706

http://www.beaches-es.pinellas.k12.fl.us

Demographics

Principal: Robert Kalach

Start Date for this Principal: 7/8/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	*[Data Not Available]*
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: A (68%) 2017-18: B (54%) 2016-17: B (54%) 2015-16: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To educate and prepare each student for college, career, and life

Provide the school's vision statement.

100% Student Success

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Kalach, Robert	Principal	Leadership and Supervision of the school
Black, Jillian	Curriculum Resource Teacher	Support All Curriculum across the grades Kindergarten through 5th Grade
Baker, Natalie	Instructional Coach	Supervise and Monitor the implementation of the Multi Tiered Systems of Support
Carney, Mitchell	Instructional Media	Library Media, Technology, and Magnet Coordinator
Lentz, Eliza	Teacher, K-12	

Demographic Information

Principal start date
Tuesday 7/8/2014, Robert Kalach

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Total number of teacher positions allocated to the school
24

Total number of students enrolled at the school

348

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

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

1

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	54	54	54	54	66	66	0	0	0	0	0	0	0	348
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	4	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	4	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	1	0	2	1	1	2	0	0	0	0	0	0	0	7

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Thursday 7/8/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	24	54	53	53	54	57	0	0	0	0	0	0	0	295
Attendance below 90 percent	0	6	3	1	6	5	0	0	0	0	0	0	0	21
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3

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

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

The number of students identified as retainees:

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

2020-21 - 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	
Number of students enrolled	24	54	53	53	54	57	0	0	0	0	0	0	0	295
Attendance below 90 percent	0	6	3	1	6	5	0	0	0	0	0	0	0	21
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	82%	56%	26%	58%	24%
Cohort Comparison						
04	2021					
	2019	74%	56%	18%	58%	16%
Cohort Comparison		-82%				
05	2021					
	2019	63%	54%	9%	56%	7%
Cohort Comparison		-74%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	76%	62%	14%	62%	14%
Cohort Comparison						
04	2021					
	2019	86%	64%	22%	64%	22%
Cohort Comparison		-76%				
05	2021					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	71%	60%	11%	60%	11%
Cohort Comparison		-86%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	61%	54%	7%	53%	8%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

NWEA MAP Assessments for all grade levels (Fall, Winter, Spring); PCS Science Cycle Assessment

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	80%	68%	73%
	Economically Disadvantaged	71%	61%	67%
	Students With Disabilities	50%	50%	50%
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	84%	75%	74%
	Economically Disadvantaged	72%	72%	69%
	Students With Disabilities	50%	50%	50%
	English Language Learners	NA	NA	NA

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	68%	65%	64%
	Economically Disadvantaged	60%	47%	53%
	Students With Disabilities	40%	20%	20%
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	78%	71%	80%
	Economically Disadvantaged	73%	67%	73%
	Students With Disabilities	40%	60%	40%
	English Language Learners	NA	NA	NA

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	67%	72%	70%
	Economically Disadvantaged	67%	75%	75%
	Students With Disabilities	33%	22%	56%
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	61%	78%	67%
	Economically Disadvantaged	42%	83%	67%
	Students With Disabilities	33%	56%	56%
	English Language Learners	NA	NA	NA

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	77%	67%	69%
	Economically Disadvantaged	76%	67%	76%
	Students With Disabilities	57%	14%	57%
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	71%	65%	77%
	Economically Disadvantaged	71%	67%	81%
	Students With Disabilities	43%	29%	29%
	English Language Learners	NA	NA	NA

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	57%	67%	NA
	Economically Disadvantaged	33%	37%	NA
	Students With Disabilities	27%	13%	NA
	English Language Learners	100%	100%	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	75%	67%	NA
	Economically Disadvantaged	47%	35%	NA
	Students With Disabilities	50%	50%	NA
	English Language Learners	100%	100%	NA
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	85.4%	97.9%	NA
	Economically Disadvantaged	76.5%	94.1%	NA
	Students With Disabilities	50%	100%	NA
	English Language Learners	100%	100%	NA

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	37	64		37	50	50					
BLK	27			55							
HSP	68	77		63	69						
MUL	70			80							
WHT	77	74	70	81	67	60	60				
FRL	48	63	71	62	56	44	27				

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
SWD	31	38		19	31						
BLK	33	30		42	60						
HSP	63	40		80							
WHT	63	46	33	78	63	35	66				
FRL	51	42	33	65	62	38	50				

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	475
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	69
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	75
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	70
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

For all analysis at this time, current FSA Results are not yet available. Responses reflect ongoing progress monitoring from the current school year, factor in the instructional changes that resulted from the Covid Protocols, and are subject to change upon receiving the 2020-2021 FSA Results.

The L25 subgroups in 4th and 5th grades remain a high priority.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA and Mathematics achievement require ongoing support. Particular focus with the subgroups of L25 and SWD.

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

Students in these subgroups experience a higher rate of disconnect from the school and lower support for the school.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Science and Mathematics maintained or showed independent student growth.

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

The school's magnet theme focus and instructional directly supports the elements of STEM and reflect in the student achievement results.

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

Implement a process of ongoing progress monitoring to inform targeted instruction. Couple these processes to ongoing teacher professional development.

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

Schedule monthly professional development trainings that will directly support academics, culture, and climate of the school.

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

Before and after school extended learning opportunities for students to support remediation, enrichment, and acceleration.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Our previous level of performance is 78% proficiency, as evidenced by 2019 FSA data. We expect our performance level to increase to 80% or above by the spring 2022 administration of FSA. The problem/gap is occurring because only 55% of our L25 students are making a learning gain based on 2019 FSA Data. If the percentage of those L25 were to increase by 25% then all students would be at 80% proficiency.
Measureable Outcome:	The percentage of all over students including L25 will achieve math proficiency at a rate of 80% or above by the spring 2022 FSA.
Monitoring:	PLC notes, MAP assessment data, Math Unit Assessments, classroom assessments
Person responsible for monitoring outcome:	Jillian Black (blackji@pcsb.org)
Evidence-based Strategy:	Grade level teachers will participate in PBL planning with a focus on critical standards in mathematics. Grade level TDE planning sessions; one per semester Math Teacher Leader Cohort to provide continuous support and training to staff members Number Routines to be used a daily instruction to deepen the thinking of students Canvas will be used as an online recourse for students to use at school and at home, iReady digital resources will be used, assigned Dreambox lessons will be used to reinforce/support student learning. Classroom teachers will regularly inform and support families with content and curriculum
Rationale for Evidence-based Strategy:	If the above strategies are utilized and practiced with fidelity among all staff and instruction leaders then our goal of 80% of all student proficiency school wide.

Action Steps to Implement

1. Weekly PLCs with the utilization of Ready Classroom PLC structure to develop and analyze to support planning of instruction - unit quizzes, digital comprehension checks

Person Responsible	Robert Kalach (kalachr@pcsb.org)

2. Data monitoring through RTI/MTSS process and procedures

Person Responsible	Natalie Baker (bakerna@pcsb.org)

3. PD on technologies that support math curriculum (i.e., Canvas, TEAMs, Seesaw, Nearpod, iReady digital resources, Dreambox, etc.)

Person Responsible	Jillian Black (blackji@pcsb.org)

#2. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Our previous level of performance is 62% proficiency, as evidenced by 2019 SSA data.. We expect our performance level to increase to 80% or above by the spring administration of the 2022 SSA.
Measureable Outcome:	The percentage of all over students will achieve Science proficiency at a rate of 80% or above by the spring 2022 SSA.
Monitoring:	Beginning of year and Mid Year Science diagnostic, Science unit assessments, Lap pre and post tests, Classroom assessments
Person responsible for monitoring outcome:	Jillian Black (blackji@pcsb.org)
Evidence-based Strategy:	Utilize systemic documents to effectively plan for science units that incorporate the 3-I Model (Ignite, Investigate, and Inform Instruction) and include appropriate grade level utilization of teacher demonstrated science lab experiments/activities in alignment to the 1st-5th grade standards. Develop, implement and monitor a data driven 5th grade standards review plan using the 3rd and 4th grade Diagnostic assessment Demonstrations will be done by classroom teacher and interactive digital activities/videos will be used to engage students. Cross grade level articulation to support all grade levels in planning and monitoring science instruction
Rationale for Evidence-based Strategy:	If the above strategies are utilized and practiced with fidelity among all staff and instruction leaders then our goal of 80% for Science based on SSA will be achieved.

Action Steps to Implement	
2. Weekly PLCs with the support of curriculum specialist/coaches	
Person Responsible	Randy Strawder (strawderr@pcsb.org)
1. Provide PD training with a focus centered around developing the hands on/investigation. Especially with coming of the Covid restrictions and the full implementation/use of the Science Lab.	
Person Responsible	Randy Strawder (strawderr@pcsb.org)
3. Data monitoring through RTI/MTSS process and procedures	
Person Responsible	Natalie Baker (bakerna@pcsb.org)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Our previous level of performance is 72% proficiency, as evidenced by 2019 FSA data We expect our performance level to increase to 80% or above by the spring 2022 administration of FSA. The problem/gap is occurring because only 68% of our L25 students had made a learning gain. If the percentage of those L25 were to increase by 12% then all students would be at 80% proficiency.
Measureable Outcome:	The percentage of all over students including L25 will achieve ELA proficiency at a rate of 80% or above by the 2022 spring FSA.
Monitoring:	PLC data chats, Unit assessments, MAP data, classroom assessments, progress monitoring
Person responsible for monitoring outcome:	Jillian Black (blackji@pcsb.org)
Evidence-based Strategy:	Standards-based lesson planning with rigor and effective teacher/student questioning strategies. Providing high quality feedback to students and giving opportunities to use that feedback. Empower ELA champions to develop as literacy leaders (facilitate pd sessions, open classrooms for observation and feedback, coach colleagues in literacy practices). Deliver instruction in ELA according to research-based principles using the gradual release model of teaching. Deliver instruction and provide students with opportunities to demonstrate knowledge in ELA through Project Based Learning. Ensure instructional supports are in place for all students during core instruction and independence, including supports for ESE, ESOL, and extensions for students above benchmark. These supports include access to grade-level text and beyond and small group instruction based on data. Provide opportunities for lesson study (ex: "fish-bowl" strategies, recorded lessons) among teachers to gain feedback and new learning strategies to meet the needs of students in ELA. Emphasis on writing instruction in all grade levels with a focus on the fundamentals of writing (handwriting, spelling, the writing process, etc.)
Rationale for Evidence-based Strategy:	Standards-based lesson planning with rigor and effective teacher/student questioning strategies. Providing high quality feedback to students and giving opportunities to use that feedback. • Empower ELA champions/cohort teachers to develop as literacy leaders (ex: co-facilitate pd sessions alongside administrators, open classrooms for observation and feedback, coach colleagues in literacy practices). • Deliver instruction in both reading and writing designed according to research-based principles using the "gradual release of responsibility" model of teaching. • Deliver instruction and Provide students with opportunities to demonstrate knowledge in both reading and writing through Project Based Learning.

• Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data.

• Provide opportunities for lesson study (ex: "fish-bowl" strategies, recorded lessons) among teachers to gain feedback and new learning strategies to meet the needs of students in reading and writing.

Bringing a focus back on the fundamentals of writing will help increase students writing abilities and help improve overall reading and writing success.

Action Steps to Implement

Collaborative planning in Weekly PLCs with the support of curriculum specialist/coaches to differentiate instruction for both below grade level and high performing students.

Person Responsible Robert Kalach (kalachr@pcsb.org)

Seek PD training with Just in Time coaches or district facilitated PD as well as Professional development with Canvas.

Person Responsible Jillian Black (blackji@pcsb.org)

Data monitoring through RTI/MTSS process and procedures

Person Responsible Natalie Baker (bakerna@pcsb.org)

#4. Other specifically relating to Bridging The Gap	
Area of Focus Description and Rationale:	We at Gulf Beaches believe that all students will and can achieve at high levels with incorporating Restorative Practices, Social Emotional Learning, and Equity practices throughout the school climate and culture. Our African American students had a proficiency of 41% based on the 2019 FSA. Our goal for 2021/2022 is to have a proficiency of 80%.
Measureable Outcome:	African American students proficiency is at 41% for the 2019/2020 school year. By the end of the 2021/2022 school year 80% of African American students will have a proficiency.
Monitoring:	MAP Assessment data, classroom assessment data, behavior data
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Restorative Practices Social Emotional Learning Equity Champions
Rationale for Evidence-based Strategy:	Ensure that all students are successful academically and behaviorly

Action Steps to Implement

Continued Training for Restorative Practices.

Person Responsible	Natalie Baker (bakerna@pcsb.org)

PBIS School Training- District Supported

Person Responsible	Robert Kalach (kalachr@pcsb.org)

Continued Equity PD and Culturally Relevant Strategy PD.

Person Responsible	Natalie Baker (bakerna@pcsb.org)

Continue to provide Mentors for all African American students following District Policy

Person Responsible	Natalie Baker (bakerna@pcsb.org)

Invite all African American Students to attend ELP, with a follow up contact

Person Responsible	Natalie Baker (bakerna@pcsb.org)

Ensure all African American students have access to internet at home.

Person Responsible	Mitchell Carney (carneym@pcsb.org)

#5. Other specifically relating to STEM/STEAM	
Area of Focus Description and Rationale:	As a Center of Innovation and Digital Learning Magnet Program, will maintain and continue to seek to provide students and staff with the opportunity to participate in the combined disciplines of Science, Technology, Engineering, Arts, and Mathematics.
Measureable Outcome:	Increase and revise for improvement of the Project Based Learning (PBL) Units of study and the STEM/STEAM units of instruction and before/after school Clubs.
Monitoring:	Innovation Schedule/Log, Teacher lesson plans, student assessment data, student work samples
Person responsible for monitoring outcome:	Eliza Lentz (suertee@pcsb.org)
Evidence-based Strategy:	
Rationale for Evidence-based Strategy:	

Action Steps to Implement

Utilize systemic documents to effectively plan for STEM/STEAM and PBL units that incorporate the 4-I instructional routine (Ignite-Investigate-Inform Instruction).

Person Responsible	Eliza Lentz (suertee@pcsb.org)

Facilitate PBL professional development through monthly curriculum meetings and weekly PLCs.

Person Responsible	Mitchell Carney (carneym@pcsb.org)

Develop, implement and monitor a data-driven 5th grade standards review plan using the 3rd and 4th Grade Fall Diagnostic Assessment and revise after data analysis of the Spring Mock SSA.

Person Responsible	Randy Strawder (strawderr@pcsb.org)

Support and utilize formal and informal assessment strategies that inform instruction. Identify proficiency levels and implement instructional strategies to increase conceptual development of key content.

Person Responsible	Eliza Lentz (suertee@pcsb.org)

Support classroom teachers in planning how STEM/STEAM and PBL projects will be addressed at each grade level through conversations during PLCs and planning sessions.

Person Responsible   Mitchell Carney (carneym@pcsb.org)

#6. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Current data (2018-2019) states that only 37% of our ESSA ESE subgroup is meeting proficiency in both ELA and Math.
Measureable Outcome:	GBEMS ESSA subgroup for ESE students in ELA and Math is currently 37% proficiency, our goal is to increase the proficiency for this subgroup to 80% or better in both subject areas.
Monitoring:	School based leadership team will continue to utilize data from Istation and Maps as well as bi weekly classroom/case manager monitoring. Data will be used to target specific areas of need to build on foundations and gaps for ESE goals.
Person responsible for monitoring outcome:	Maureen Hallet (halletm@pcsb.org)
Evidence-based Strategy:	IEP goals will be aligned to support students with standards based grade level expectations to ensure student proficiency and learning gains.
Rationale for Evidence-based Strategy:	Current data states that only 37% of our ESSA ESE subgroup is meeting proficiency in ELA and Math.

Action Steps to Implement

Collaboratively plan with classroom teachers for grade level, student-centered complex tasks, deliberately planned with a trajectory of rigor and challenge, utilizing appropriate ESE strategies including: higher level questioning and explicit vocabulary instruction

Person Responsible	Maureen Hallet (halletm@pcsb.org)

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.

Person Responsible	Maureen Hallet (halletm@pcsb.org)

Provide opportunities for ESE and general education teachers to co-plan for differentiated instruction and support delivery of services.

Person Responsible	Robert Kalach (kalachr@pcsb.org)

• Collect and interpret data from Dream Box, Istation, OPM, and MAP to monitor progress with IEP goals and objectives and drive instruction based on student need, including regular and purposeful adjustment to accommodations and interventions.

Person Responsible	Maureen Hallet (halletm@pcsb.org)

Collaborate to create a schedule that promotes a "push-in" model of learning support (VE Resource Starr and general education teachers).

Person Responsible	Maureen Hallet (halletm@pcsb.org)

#7. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	As the result of equity-centered problem solving within an MTSS framework, school will develop an equity goal to build relational capacity, empower student voice, and hold high expectations within one of the following school improvement areas for equity systems change through addressing student and family engagement for the adoption of equitable practices.
Measureable Outcome:	To address student and family engagement for the adoption of equitable practice, we will actively seek voice from all stakeholders with explicit attention to student and family demographics not currently represented. Our current data illustrates that we have a large population of PTA members but a small amount of diverse members, SAC committee has one diverse member as a community resource representative . The issue may be impacted by the small percent of diverse learners and families currently enrolled in GBEMS. We will measure progress continuously throughout the year by the percentage of diverse stakeholders that sit on SAC/PTA boards as well as members by recording the consistency of attendance and the diversity of opinions leading to decision making, family engagement surveys.
Monitoring:	Will work with PTA to develop monitoring process to meet the goal.
Person responsible for monitoring outcome:	Robert Kalach (kalachr@pcsb.org)
Evidence-based Strategy:	Equitable Voice by student and family engagement for the adoption of equitable practices
Rationale for Evidence-based Strategy:	These strategies and practices were identified using the Racial Equity Analysis Protocol (REAP).

Action Steps to Implement

PTA member forms will go out in first day packets for every student,
Contact will be made to encourage diverse families to join SAC and PTA
All staff will be provided district Family Diversity and Equity Toolkit and research through PD to promote equitable learning
Stakeholders will be informed and given opportunity to provide input to equitable learning for all students

Person Responsible	Robert Kalach (kalachr@pcsb.org)

#8. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Based on 2020/2021 school year, of the 180 Days, our current attendance rate was 94.5%. With 12% being high absences. The 2020/2021 school year absences do not reflected our previously high attendance rate due to virtual MyPCS and in-person learning. For the 2021/2022 school year we would expect our attendance rate to be at 98%.
Measureable Outcome:	If we continue to educate parents and students on our districts Attend today Achieve tomorrow initiative and provide the appropriate supports guided by the district our attendance will increase. Having all students on campus in person will help increase our rates as we will be able to monitor and provided supports in a better way.
Monitoring:	Bi-weekly CST meetings, as well as weekly PLC minutes to include student attendance concerns with interventions that have been done by classroom teachers prior to administration/CST team making contact.
Person responsible for monitoring outcome:	Natalie Baker (bakerna@pcsb.org)
Evidence-based Strategy:	Conduct bi-monthly child study teams District support Social Worker involvement
Rationale for Evidence-based Strategy:	To increase students overall attendance to maintain student achievement

Action Steps to Implement

CST- Process to begin with classroom teacher
District Support
Education for parents regarding attendance- PTA

Person Responsible	Natalie Baker (bakerna@pcsb.org)

#9. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	GBEMS teachers and staff work hard to maintain a safe and enriched learning environment for all students. For the 2020-2021 school year there were a total of 2 office referrals and 9 investigated bully reports. A major focus on the social and emotional stability of our students and families to ensure a positive and engaging learning environment needs to continue for the 2021/2022 school year. We recognize that we will have students who are still dealing emotionally and trying to readjust to in person learning. We will engage and promote SEL to create a positive learning environment for all GBEMS students. Restorative Practices will continue to be a major part of our daily learning, along with increased understanding of students and families needs. Gulf Beaches will be engaging in the PBIS cohort for the 2021/2022 school year. Completed 2020/2021 RP Cohort
Measureable Outcome:	As our rate of office referrals/incidences was 0.009%, our goal is to continue using Restorative Practices, SEL, and our School PBIS plan to lessen the number from three to no more than one office referrals/incidences for 2021-2022 school year. We will also conduct reports on Minor Infractions and lessen the % of incidences to 3%. A continued monitoring of where the minors are regularly occurring and if there is a trend in those areas as well as students.
Monitoring:	Administration will meet bi-weekly to discuss behaviors, as well as meet with social worker/psychologist to monitor T2 and T3 behavior plans to match plans with successful outcomes.
Person responsible for monitoring outcome:	Robert Kalach (kalachr@pcsb.org)
Evidence-based Strategy:	GBEMS has 100% of staff trained in Restorative Practices with one RP trainer on site. By continuing to utilize and implementing our proactive stance towards student conflicts, behavior, digital citizenship, bullying, and other incidences to maintain an environment that is conducive to positive and safe learning.
Rationale for Evidence-based Strategy:	By continuing to focus on the proactive strategies of teaching ways to cope and manage behaviors (ex: anger, wants, needs, compassion, friendship, digital citizenship, etc) we will maintain our schools low level of disruptions of learning. Our commitment to students and families with their involvement for student behaviors through conferences, teacher communication, and our IC committee keeps all stakeholders a part of the process to better understand individual situations.
Action Steps to Implement	

Maintain MTSS support and protocols for students academically and behaviorally
Social Worker to work hands on with MTSS, ESE, and all staff members to enhance staff/
student understanding of SEL
Continued Restorative Practice PD
Incorporate more SEL training and instruction
Train any new staff member on school PBIS, RP, SEL
Deliver continuous Digital Citizenship to students/staff to maintain a safe online learning
environment while on campus and at home

Person Responsible Natalie Baker (bakerna@pcsb.org)

#10. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale:	As a district application program, GBEMS focuses on stakeholder involvement and empowerment. GBEMS had over 7000 hours of volunteers for the 2019/2020 school year, our goal this year is to meet previous years volunteer and mentor hours as we move towards allowing visitors back on campus.
Measureable Outcome:	Continue with and increasing stakeholder involvement; through PTA, SAC, Volunteers, Mentors, and school partnerships/business.
Monitoring:	Meeting/Activity Attendance logs
Person responsible for monitoring outcome:	Robert Kalach (kalachr@pcsb.org)
Evidence-based Strategy:	1. Effectively communicating with families about their students' progress and school processes/practices, creates closer inclusion of the families to support their child's education 2. Providing academic tools to families in support of their students' achievement at home illustrates the caring environment that GBEMS supplies for overall student success and achievement. 3. Purposefully involving families with opportunities for them to advocate for their students indicates open communication between staff and families. This provides our staff to see inside the family dynamics which makes each student unique. 4. Intentionally building positive relationships with families and community partners, provides a school community that provides resources, volunteer support, and overall encouragement for all staff, families and community partners to engage in the betterment of our students and school community.
Rationale for Evidence-based Strategy:	1. Effectively communicating with families about their students' progress and school processes/practices, creates closer inclusion of the families to support their child's education 2. Providing academic tools to families in support of their students' achievement at home illustrates the caring environment that GBEMS supplies for overall student success and achievement. 3. Purposefully involving families with opportunities for them to advocate for their students indicates open communication between staff and

families. This provides our staff to see inside the family dynamics which
makes each student unique.
4. Intentionally building positive relationships with families and community
partners, provides a school community that provides resources, volunteer
support, and overall encouragement for all staff, families and community
partners to engage in the betterment of our students and school community.

Action Steps to Implement

Maintain School Website
Voice Blasts
Distribute Monthly School Newsletter (Jawsome Journal)
Classroom Newsletters
PeachJar
Parent Connect Voice Messages
Discovery and STEAM Nights
Growing Greatness Wall academic achievement
Parent conferences and open lines of communication between families,
teachers and administration

Person Responsible   Robert Kalach (kalachr@pcsb.org)

#11. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	Consistent with our school's magnet theme of Innovation and Digital Learning, we will offer identified student the opportunity to apply and explore real world application of technology and obtain certification utilizing the IC3 Spark curriculum.
Measureable Outcome:	100% of Instructional Staff and identified students participate in the IC3 Spark curriculum and successfully achieve the industry certification.
Monitoring:	Monitoring will be on going through the school year based upon the following elements: Staff Completion of Certification requirements, Number of students enrolled and their attendance, Total number/percentage of students successfully completing their certification requirements.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	IC3 Spark, DOE provider of instructional standards and certification assessment.
Rationale for Evidence-based Strategy:	IC3 Spark curriculum and assessment is recognized and supported by the district's Career and Technical Education Department.

Action Steps to Implement

Schedule and organize the identification of students to form the class with maximum student capacity, as well as maintain a waiting list for additional candidates.

Person Responsible	Randy Strawder (strawderr@pcsb.org)

Secure Assessment Vouchers for Certification Exam

Person Responsible	Robert Kalach (kalachr@pcsb.org)

Provide PD for Instruction Staff

Person Responsible	Mitchell Carney (carneym@pcsb.org)

#12. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	100% of Kindergarten students enrolled will be given access to the universal screening instrument identified by PCS.
Measureable Outcome:	All actively enrolled Kindergarten students will have the opportunity to participate in the screening.
Monitoring:	Administration Leadership Team will coordinate with the K Team to schedule, implement the screener, score the results, and report outcomes.
Person responsible for monitoring outcome:	Natalie Baker (bakerna@pcsb.org)
Evidence-based Strategy:	Implement early identification screenings to efficiently evaluate and place all students qualifying for Gifted Instruction.
Rationale for Evidence-based Strategy:	Early identification for Gifted and Talented students provides an opportunity to enhance student learning engagement and placement for qualifying students.

Action Steps to Implement

1. Secure the Universal Screening Instrument
2. Schedule the administration and scoring of the universal screening
3. Continue to provide Micro Credentialing to any new or incoming staff member (Maintain 100% of Staff Certified)

Person Responsible   [no one identified]

#13. Other specifically relating to Other specifically relating to Parent/Guardian, Student, and Instructional Staff Magnet Agreement	
Area of Focus Description and Rationale:	As a District Application Program (DAP), GBEMS requires and expressed commitment agreement as a requisite of enrollment, attendance, and employment as approved by the school board.
Measureable Outcome:	100% of Parents/Guardians, Students, and Staff are committed to the PCS Policies and Agreements as a condition of enrollment and employment at GBEMS.
Monitoring:	Administration Team, and Classroom Teachers will communicate the Agreement Expectations to Parents/Guardians and Students. Collect Signed copies of the PCS DAP Agreement.
Person responsible for monitoring outcome:	Robert Kalach (kalachr@pcsb.org)
Evidence-based Strategy:	Abide by the elements of the commitment contained within the PCS Forms: 2-2882 and 3-3186
Rationale for Evidence-based Strategy:	As a DAP, our magnet school requires the consistent participation of and commitment of all stakeholders in order to ensure the greatest success and achievement stated in our school mission.

Action Steps to Implement

1 .Provide PCS forms 2-2882 and 3-3186
2. Communicate Agreement and promote elements to the applicable stakeholder groups
3. Convene Intervention Committee (IC) for Parents/Guardians and Students to support the DAP Agreement Elements
4. Convene Administrative Conference for Instructional Staff to support the DAP Instructional Staff Essential Agreement.

Person Responsible	Robert Kalach (kalachr@pcsb.org)

#14. Other specifically relating to Healthy School Initiative

Area of Focus Description and Rationale:	We believe in promoting healthy habits and lifestyles for all children
Measureable Outcome:	By the end of April 2022, GBEMS will gain Silver status through Healthy Generation and Fitness Grams. Students will increase and promote their desire to live healthy lifestyles and gain knowledge of making healthy appropriate habits and choices.
Monitoring:	Using the guidelines established by the Healthy Generation and Fitness Gram, students will be educated and evaluated on their personal progress. Additionally, the school will complete the Healthy Generation Rubric to document action steps and the levels of implementation. Facilitated by the Lead Physical Education Teacher.
Person responsible for monitoring outcome:	Robert Ferguson (fergusonr@pcsb.org)
Evidence-based Strategy:	Daily scheduled recess for all students- following District and CDC guidelines Before and after school extracurricular clubs- following District and CDC guidelines Fitness Gram Healthy Generations School application
Rationale for Evidence-based Strategy:	Goal is to create a healthy living environment for future generations

Action Steps to Implement

Daily scheduled recess for all students- following District and CDC guidelines
Before and after school extracurricular clubs- following District and CDC guidelines
Fitness Gram
Healthy Generations School application

Person Responsible	Robert Ferguson (fergusonr@pcsb.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

1. With our upward trending of data in all subject areas our priority is to meet a goal of 80% or high for all students meeting or exceeding proficiency
2. Maintain PD that supports the instructional match of standards for all students
3.Ongoing Data monitoring of student achievement to insure targets adjustment of targeted instruction that supports students learning gains

Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

GBEMS teachers and staff work hard to maintain a safe and enriched learning environment for all students.
A major focus on the social and emotional stability of our students and families to ensure a positive and engaging learning environment needs to continue for the 2021/2022 school year. We recognize that we will have students who are still dealing emotionally and trying to readjust to in person learning. We will engage and promote SEL to create a positive learning environment for all GBEMS students. Restorative Practices will continue to be a major part of our daily learning, along with increased understanding of students and families needs.

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

Robert Kalach- Principal: To continue to maintain and promote positive culture and environment with all stakeholders
Natalie Baker- MTSS: RP/SEL/PBIS, Tier support to ensure overall success of students and staff
Jillian Black- Curriculum: Ensure instruction is matched for student success
GBEMS Staff: Continue to implement with fidelity RP/SEL/PBIS and curriculum based instruction to meet the needs of all students
PTA/SAC: Ensure all outside stakeholders have input into creating and maintain the highest value of GBEMS

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Math				$1,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			6311 - Gulf Beaches Elementary Magnet School			$1,700.00
			Notes: At this time the total budget will be allocated with approval from SAC as required by SIP goals and may include staff stipend for additional duties that directly supports the identified SIP initiatives.			
2	III.A.	Areas of Focus: Instructional Practice: Science				$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA				$0.00
4	III.A.	Areas of Focus: Other: Bridging The Gap				$0.00
5	III.A.	Areas of Focus: Other: STEM/STEAM				$0.00
6	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$0.00
7	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				$0.00
8	III.A.	Areas of Focus: Culture & Environment: Student Attendance				$0.00
9	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				$0.00
10	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				$0.00
11	III.A.	Areas of Focus: Instructional Practice: Student Engagement				$0.00
12	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				$0.00
13	III.A.	Areas of Focus: Other: Other specifically relating to Parent/Guardian, Student, and Instructional Staff Magnet Agreement				$0.00
14	III.A.	Areas of Focus: Other: Healthy School Initiative				$0.00
					Total:	$1,700.00