

Hillsborough County Public Schools

Bailey Elementary School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	16
Positive Culture & Environment	19
Budget to Support Goals	20

Bailey Elementary School

4630 GALLAGHER RD, Dover, FL 33527

[no web address on file]

Demographics

Principal: Kristin Willis

Start Date for this Principal: 12/17/2018

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (47%) 2017-18: B (54%) 2016-17: C (45%) 2015-16: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* 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 Hillsborough 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	20

Bailey Elementary School

4630 GALLAGHER RD, Dover, FL 33527

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	77%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	B	C

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Developing and maintaining a lifelong learner in a safe, accepting, and nurturing environment that the Bailey school community provides.

Provide the school's vision statement.

Preparing students for life

"90 X 20"

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
Valdez, Scott	Principal	As specified by his contract, and specifically with this SIP process, part of the decision making team supporting teachers, reviewing of data, giving feedback and ensuring that our instruction meets the needs of all Bailey students.
Willis, Kristin	Assistant Principal	Part of the SIP decision making team supporting teachers, reviewing of data, giving feedback and ensuring that our instruction meets the needs of all Bailey students.
Groubert, Cheryl	Teacher, K-12	Part of the SIP decision making team, being a teacher leader, supporting teachers, reviewing of data, giving feedback and ensuring that our instruction meets the needs of all Bailey students.
Krout, Stephanie	Teacher, K-12	Part of the SIP decision making team, being a teacher leader, supporting teachers, reviewing of data, giving feedback and ensuring that our instruction meets the needs of all Bailey students.
Sabo, Stephanie	Teacher, ESE	Part of the SIP decision making team, being a teacher leader, supporting teachers, reviewing of data, giving feedback and ensuring that our instruction meets the needs of all Bailey students - especially ensuring the needs are met by students identified for ESE instructional support and services.

Demographic Information

Principal start date

Monday 12/17/2018, Kristin Willis

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.*

1

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.*

10

Total number of teacher positions allocated to the school

39

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (47%) 2017-18: B (54%) 2016-17: C (45%) 2015-16: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	

Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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	118	117	117	124	128	126	0	0	0	0	0	0	0	730
Attendance below 90 percent	8	4	8	9	5	7	0	0	0	0	0	0	0	41
One or more suspensions	0	1	1	0	3	1	0	0	0	0	0	0	0	6
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 ELA assessment	0	0	0	11	21	28	0	0	0	0	0	0	0	60
Level 1 on 2019 statewide Math assessment	0	0	0	7	23	42	0	0	0	0	0	0	0	72

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	1	1	0	10	14	15	0	0	0	0	0	0	0	41

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	5	2	1	16	1	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	1	2	1	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Monday 6/29/2020

Prior Year - 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	106	106	120	147	135	125	0	0	0	0	0	0	0	739
Attendance below 90 percent	12	17	13	20	14	20	0	0	0	0	0	0	0	96
One or more suspensions	1	0	1	2	0	2	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	62	58	56	0	0	0	0	0	0	0	176

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	1	0	0	13	7	12	0	0	0	0	0	0	0	33

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	0	2	11	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	2	1	3	0	0	0	0	0	0	0	6

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	106	106	120	147	135	125	0	0	0	0	0	0	0	739
Attendance below 90 percent	12	17	13	20	14	20	0	0	0	0	0	0	0	96
One or more suspensions	1	0	1	2	0	2	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	62	58	56	0	0	0	0	0	0	0	176

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	1	0	0	13	7	12	0	0	0	0	0	0	0	33

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	0	2	11	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	2	1	3	0	0	0	0	0	0	0	6

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	45%	52%	57%	51%	52%	55%
ELA Learning Gains	55%	55%	58%	50%	55%	57%
ELA Lowest 25th Percentile	43%	50%	53%	34%	51%	52%
Math Achievement	43%	54%	63%	48%	53%	61%
Math Learning Gains	51%	57%	62%	45%	54%	61%
Math Lowest 25th Percentile	46%	46%	51%	36%	46%	51%
Science Achievement	43%	50%	53%	54%	48%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	44%	52%	-8%	58%	-14%
	2018	41%	53%	-12%	57%	-16%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	49%	55%	-6%	58%	-9%
	2018	40%	55%	-15%	56%	-16%
Same Grade Comparison		9%				
Cohort Comparison		8%				
05	2019	40%	54%	-14%	56%	-16%
	2018	50%	51%	-1%	55%	-5%
Same Grade Comparison		-10%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	39%	54%	-15%	62%	-23%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	49%	55%	-6%	62%	-13%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2019	44%	57%	-13%	64%	-20%
	2018	54%	57%	-3%	62%	-8%
Same Grade Comparison		-10%				
Cohort Comparison		-5%				
05	2019	41%	54%	-13%	60%	-19%
	2018	55%	54%	1%	61%	-6%
Same Grade Comparison		-14%				
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	43%	51%	-8%	53%	-10%
	2018	55%	52%	3%	55%	0%
Same Grade Comparison		-12%				
Cohort Comparison						

Subgroup Data

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	19	32	25	14	30	40	13				
ELL	23	44	52	30	38	44	16				
BLK	38	53		38	47						
HSP	38	51	44	39	47	50	34				
WHT	53	60	38	47	54	46	50				
FRL	39	51	45	38	45	45	36				

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	18	68	71	29	57	46					
ELL	23	74	81	43	72	67	48				
BLK	52	43		43	43						
HSP	35	62	70	49	66	66	48				
MUL	30			55	60						
WHT	53	42	47	60	58	32	64				
FRL	38	48	60	49	58	53	51				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	16	27	18	24	29	26	9				
ELL	19	27	26	33	37	42	16				
BLK	63	50		56	67						
HSP	34	37	27	41	42	44	42				
MUL	82			64							
WHT	60	59	40	51	44	24	64				
FRL	43	46	29	40	42	37	42				

ESSA Data

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)	TS&I
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	376
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	44
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	44
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial 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	50
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	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Math Proficiency had the lowest performance on FSA in Spring 2019. The former principal transferred in November of 2018; our Math Coach was reduced from full-time to half time in October of 2018. This coupled with long-term substitutes in 3rd, 4th and 5th grades for at least 50% of the year.

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

ELA Bottom Quartile (BQ) dropped 15% overall; our Students with Disabilities (SWD) increased significantly and we had a vacancy for a Full-time VE resource. Rtl time for meeting the instructional needs of each student was inconsistent overall coupled with no Reading Coach after November of 2018, in addition to 3 long-term subs in 3rd, 4th and 5th grades.

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.

3rd Grade Math proficiency was 23% lower than the state average for Proficiency. Bailey' Elementary's 3rd Grade math Proficiency was 39% and the state average for proficiency was 62%. We only had a 0.5 FTE unit for a Math Coach during the 2018-19 school year. We had a vacancy in 3rd grade that was not filled for the entire year. Our current allocation for a 1.0 full-time Math Coach will continue to support teacher mastery of instructional standards; meet the needs of all the students, provide opportunities for deep dives into our data to meet the needs of all of our students; building great foundational knowledge for our Kindergarten, 1st grade and 2nd grade students, in addition to improving mastery levels of standards by all students, including SWD, ELL students and Bottom Quartile (BQ) categorized students.

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

4th grade Proficiency for ELA increased from 40% to 49% - now only 7% points from the state average as measured by the 2019 FSA test. We will continue to be strategic in meeting the needs of our ELA teachers by continuing bi-weekly coaching sessions with our current 1.0 allocation for a Reading Coach, ensuring teachers understand the demands and rigor for instruction based on standards and measured by student performance. We will continue to monitor with our observation and feedback. Our emphasis for our Reading Coach will be to continue to build and focus on 3rd, 4th and 5th grade student mastery of standards, but will also emphasize the Foundational skills by building teachers and learners in our Kindergarten, 1st grade, and 2nd grades

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Level 1 performance increased from 92 students on ELA FSA in the Spring 2018 to 176 students on ELA FSA in the Spring of 2019.

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

1. ELA Bottom Quartile (BQ)- percentage of students showing gains in the BQ needs to increase significantly.
2. Math Proficiency for 3rd, 4th and 5th grade students needs to increase significantly for all students regardless of subgroup identification.

- 3 Attendance - the number students showing Early Warning Indicators for attendance needs to continue to be monitored and addressed. Continue the progress we steadily made for the 2019-2020 school year.
- 4. Continue to assess and monitor progress using common assessments for both ELA and Math using the data to provide next steps for instruction to help meet all of the needs for all of our students including RtI/MTSS support.
- 5. Ensuring our students identified as SWD will continue to receive Tier level support appropriate for their needs from the classroom teacher and their assigned VE Resource teacher.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus	As a school focused on standards mastery and targeted use of "Visible Learning Standards", we expect that all children will be successful and grow academically in ELA at acceptable rates during the 2020-2021 school year.
Measurable Outcome:	We expect 100% of our retained 3rd graders, and at least 80% of our 4th and 5th grade students making adequate growth (a years worth of gains in a years worth of time) as measured by FSA or comparable, District approved method of assessment for all 3rd, 4th and 5th grade students.
Person responsible for monitoring outcome:	Scott Valdez (scott.valdez@hcps.net)
Evidence-based Strategy:	Standards will be posted for all standards being taught in all curricular areas, and plans to meet the individual needs based on student performance will drive the re-teaching of students, great core instruction and extended enrichment learning for all students.
Rationale for Evidence-based Strategy:	The relence of this strategy is to ensure that all students are aware of the learning objectives and their alignment with standards being taught. Students should be able to connect the "why" they are learning a standard and how it connects to the instruction and practice of the lesson

Action Steps to Implement

1. Standards will be posted (WHAT are the students learning? WHY are they learning this standard? HOW will they learn and WHEN will they know they have learned it and how confident are they / self-rate their level of understanding).
2. Students will demonstrate or provide evidence through Formal and Informal observations and using classroom assessments.
3. Teacher will be able to rate their own instructiional effectiveness based on their students' performance, data disaggregation during Coaching and PLCs which will lead to effective additional instruction or next steps.

Person Responsible Kristin Willis (kristin.willis@hcps.net)

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Students rate of attendance have a direct correlation to their success in learning and in the assessment of the standards being taught. Increasing the students time and days in a successful learning environment will show improvement, this will be seen in learning proficiency and gains in both ELA and Math as measured by the FSA or of the District approved assessment measuring growth.

Measurable Outcome: Bailey Elementary Students will improve their overall attendance rate to 97%.

Person responsible for monitoring outcome: Scott Valdez (scott.valdez@hcps.net)

Evidence-based Strategy: We will provide school-wide incentives for attendance which will include Bailey Bucks (token system), as well as quarterly recognition of 100% attendance rates in addition to supporting those students who made needs support from our Student Services Team - which include our Guidance Counselor, School social worker and Leadership Team.

Rationale for Evidence-based Strategy: Student attendance has been shown to improve with the support we used during the 2019-20 school year, and helped those students who needed assistance using our Student Support Team.

Action Steps to Implement

1. Our School Social worker will monitor student attendance weekly and monthly and provide incentives, recognitions and awards for those who have demonstrated outstanding attendance, as well as those students who have attendance challenges, being recognized for made improvement.
2. School Social Worker will recognize and celebrate 100% attendance by classroom.
3. Quarterly attendance awards.
4. Bike raffle for students who have perfect attendance during our FSA, NGSSS, or other District measure of student success during the spring of 2021.

Person Responsible: Scott Valdez (scott.valdez@hcps.net)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: Common Assessments across subject areas, using spiralling curriculum and using these assessments to ensuring we are meeting the needs of all children especially students in the ESSA subgroups of SWD, and ELL students. The outcomes with these assessments will help us target successes and challenges all children are experiencing especially those previously mentioned identified subgroups of SWD and ELL populations.

Measurable Outcome: Increase student mastery of ELA and Math standards throughout the year to ensure all grade level standards are mastered by the end of the 2020-2021 school year as measured by FSA, NGSSS, or District approved assessments to demonstrate successes, areas of growth and teacher effectiveness.

Person responsible for monitoring outcome: Scott Valdez (scott.valdez@hcps.net)

Evidence-based Strategy: Collaborative grade level bi-weekly planning facilitated by our Math and Reading Coaches, analyzing standards, and ensuring that differentiation is planned for using data points to show successes and areas that students need re-teaching to master the standard. Instructional Leadership Team (ILT) will look at data as a collective group to make suggestions and to look for trends both positively and negatively across curricular areas. Our ELL Resource teacher and our Migrant advocate will help support those English Language Learner (ELL) students with remediation for success. In addition to our ELL students, data will be unpacked with plans for improvement for our students that are identified as SWD with support by their assigned VE teacher and the VE team as a collective unit.

Rationale for Evidence-based Strategy: The consistent monitoring and adjustment of instruction using the data from FORM 1 and 2 Tests for both Math and Science, Interim tests and FORM Tests for ELA, as well as the Math Monthlies will give us data to ensure and adjust instruction based on assessments performance.

Action Steps to Implement

1. Bi monthly PLCs
2. Biweekly Team Planning lead by our Math and Reading Coaches
3. ILT
4. Quarterly data review by Administrative and Leadership teams will occur based on data and student performance to help teachers determine "Next steps" for all of their students.

Person Responsible: Michelle Wood (michelle.wood@hcps.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

School leadership which includes, Team leaders, Academic coaches (both READING and MATH) will be part of the ILT and PLC models to monitor instructional and academic success. Our PLCs will be lead by our Academic Coaches to help teachers analyze their own students' success and challenges, and come up with how to meet the needs of students still needing to master content areas of both Reading/ELA and Math. Our ILT will support the trends that we are noticing in the data that has been analyzed during PLCs and brainstorm ways to better lead teacher during planning and standards based instruction

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 ensuring all stakeholders are involved.

Our school has established as the "way of work" to promote a positive and safe culture. Mr. Valdez - Principal of Bailey Elementary, has demonstrated and now expects from ALL stakeholders to use welcoming and respectful tones when communicating with all stakeholders. We use our AsQI data as well as our TELL Survey to monitor our successes here at Bailey. We use social media as a way to communicate what great things are happening here at Bailey, which includes Facebook, Twitter, and Parent Links communication. We also provide opportunities for parents to help us here at Bailey through volunteering and joining our PTA and SAC committees. This happens with every day interactions with faculty, staff, parents, community, and especially: Students. The respect and way of work is customer service. We use non-verbals such as positive facial expressions, tone of voice and a repeated message of "I know that you can do it. Always do your BEST". This style of leadership has been communicated as a place for students to be respected and be successful. We welcome all students and families walking through the door. These expectations are used in classrooms every day when students interact with the teacher. When successes occur, or significant growth is made, we use Social Media, Facebook, and Twitter to help celebrate the good things happening here at Bailey. Our HOST program is spotlighted as the premier afterschool program for students, we have multiple clubs which include our Running Club, our Trendsetter Team that is supported by Strawberry Crest' student mentorship, an after school Dance Club, as well as securing a local church for our Beach Club program that promotes positive role models and positive behavior both in and out of school. We use quarterly Awards and token incentives for students to be recognized for efforts and performance, We are also instituting a Mentor Program which will provide time and access for all students to have a role model and "go to person" that may offer support, advice, and counsel as needed which includes weekly check-ins. When teachers, students and community feel welcome, their approach lends itself to a more positive and productive students who will be socially, psychologically and academically safe and provided opportunity to be successful This supports our District vision of "Preparing Students for Life" which really what our task as educators really is.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
Total:			\$0.00