

Hillsborough County Public Schools

Ballast Point Elementary School



2020-21 Schoolwide Improvement Plan

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Ballast Point Elementary School

2802 W BALLAST POINT BLVD, Tampa, FL 33611

[no web address on file]

Demographics

Principal: Ann Marie Russo Gonzalez

Start Date for this Principal: 1/12/2016

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School PK-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2019-20 Title I School | No |
| 2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 25% |
| 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 Hispanic Students Multiracial Students White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: A (65%) 2017-18: A (63%) 2016-17: A (62%) 2015-16: B (55%) |
| 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.

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Ballast Point Elementary School

2802 W BALLAST POINT BLVD, Tampa, FL 33611

[no web address on file]

School Demographics

| | | |
|---|--|--|
| <p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p> | <p>2019-20 Title I School</p> <p style="text-align: center;">No</p> | <p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">27%</p> |
| <p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p> | <p>Charter School</p> <p style="text-align: center;">No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">38%</p> |

School Grades History

| | | | | |
|-------|---------|---------|---------|---------|
| Year | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| Grade | A | A | A | A |

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SIP Authority

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Building
 Unstoppable
 Lifelong intrinsic
 Learners
 Differentiating for
 Our
 Growing
 Students of the world

Provide the school's vision statement.

Preparing Students for Life

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 |
|----------------|------------|---------------------------------|
| Hastings, Beth | Principal | |
| King, Telia | SAC Member | SAC Chair |

Demographic Information

Principal start date

Tuesday 1/12/2016, Ann Marie Russo Gonzalez

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.*

32

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.*

4

Total number of teacher positions allocated to the school

41

Demographic Data

| | |
|--|--|
| 2020-21 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School PK-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2019-20 Title I School | No |
| 2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 25% |
| 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 Hispanic Students Multiracial Students White Students Economically Disadvantaged Students |
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| 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 | 78 | 71 | 86 | 91 | 74 | 66 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 466 |
| Attendance below 90 percent | 3 | 5 | 2 | 3 | 9 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 |
| 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 ELA assessment | 0 | 0 | 0 | 0 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 3 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| 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 10/29/2020

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 | 79 | 91 | 96 | 84 | 78 | 62 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 490 |
| Attendance below 90 percent | 4 | 6 | 4 | 8 | 12 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 36 |
| One or more suspensions | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| 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 | 3 | 11 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |

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 | 2 | 2 | 1 | 6 | 6 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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 | 80 | 86 | 95 | 85 | 69 | 60 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 475 |
| Attendance below 90 percent | 4 | 0 | 1 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| One or more suspensions | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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 | 2 | 1 | 6 | 6 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 |
| 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

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 | 73% | 52% | 57% | 69% | 52% | 55% |
| ELA Learning Gains | 68% | 55% | 58% | 65% | 55% | 57% |
| ELA Lowest 25th Percentile | 31% | 50% | 53% | 44% | 51% | 52% |
| Math Achievement | 74% | 54% | 63% | 77% | 53% | 61% |
| Math Learning Gains | 77% | 57% | 62% | 69% | 54% | 61% |
| Math Lowest 25th Percentile | 61% | 46% | 51% | 45% | 46% | 51% |
| Science Achievement | 73% | 50% | 53% | 65% | 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 | 69% | 52% | 17% | 58% | 11% |
| | 2018 | 78% | 53% | 25% | 57% | 21% |
| Same Grade Comparison | | -9% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 80% | 55% | 25% | 58% | 22% |
| | 2018 | 75% | 55% | 20% | 56% | 19% |
| Same Grade Comparison | | 5% | | | | |
| Cohort Comparison | | 2% | | | | |
| 05 | 2019 | 69% | 54% | 15% | 56% | 13% |
| | 2018 | 69% | 51% | 18% | 55% | 14% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | -6% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 62% | 54% | 8% | 62% | 0% |
| | 2018 | 79% | 55% | 24% | 62% | 17% |
| Same Grade Comparison | | -17% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 84% | 57% | 27% | 64% | 20% |
| | 2018 | 79% | 57% | 22% | 62% | 17% |
| Same Grade Comparison | | 5% | | | | |
| Cohort Comparison | | 5% | | | | |
| 05 | 2019 | 75% | 54% | 21% | 60% | 15% |
| | 2018 | 69% | 54% | 15% | 61% | 8% |
| Same Grade Comparison | | 6% | | | | |
| Cohort Comparison | | -4% | | | | |

| SCIENCE | | | | | | |
|---------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 71% | 51% | 20% | 53% | 18% |

| SCIENCE | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2018 | 73% | 52% | 21% | 55% | 18% |
| Same Grade Comparison | | -2% | | | | |
| 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 | 33 | 50 | 38 | 35 | 54 | 47 | 44 | | | | |
| BLK | 24 | 20 | | 35 | 50 | | | | | | |
| HSP | 51 | 55 | | 60 | 72 | 58 | 61 | | | | |
| MUL | 79 | 79 | | 83 | 86 | | | | | | |
| WHT | 87 | 77 | 46 | 83 | 81 | 70 | 86 | | | | |
| FRL | 47 | 43 | 20 | 54 | 64 | 44 | 56 | | | | |

| 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 | 30 | 29 | 33 | 45 | 43 | 33 | 36 | | | | |
| BLK | 27 | | | 25 | | | | | | | |
| HSP | 72 | 67 | 50 | 67 | 57 | | 63 | | | | |
| MUL | 80 | 55 | | 75 | 64 | | | | | | |
| WHT | 81 | 57 | 43 | 87 | 85 | 67 | 79 | | | | |
| FRL | 64 | 55 | 50 | 62 | 68 | 44 | 55 | | | | |

| 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 | 21 | 33 | 42 | 52 | 67 | | | | | | |
| ELL | 43 | 45 | | 64 | 73 | | | | | | |
| BLK | 50 | 60 | | 50 | 50 | | | | | | |
| HSP | 63 | 61 | | 71 | 65 | | | | | | |
| MUL | 63 | | | 63 | | | | | | | |
| WHT | 76 | 72 | 67 | 83 | 74 | 42 | 70 | | | | |
| FRL | 56 | 61 | 37 | 62 | 56 | 32 | 56 | | | | |

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 | 65 |

| ESSA Federal Index | |
|---|------|
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 1 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 457 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 100% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 43 |
| 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 |
| 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 | 32 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| Hispanic Students | |
| Federal Index - Hispanic Students | 60 |
| 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 | 82 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| 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 | 76 |
| 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 | 47 |
| 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.

Due to COVID closures, Ballast Point did not participate in statewide testing. After reviewing the data from 18-19 school year, it was determined that our ELA bottom quartile Learning Gains were our lowest performance area. Ballast Point dropped 11% in 2019, the students that fell into this group are two grade levels below and receive ESE support on a daily basis. The writing scores were also low for this group of students which contributed to the overall decline in their scores.

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

Due to COVID closures, Ballast Point did not participate in statewide testing. After reviewing the data from 18-19 school year, it was determined that our ELA Bottom Quartile Learning Gains had our greatest decline. Ballast Point dropped 11% in 2019, the students that fell into this group are two grade levels below and receive ESE support on a daily basis. The writing scores were also low for this group of students which contributed to the overall decline in their scores.

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.

Due to COVID closures, Ballast Point did not participate in statewide testing. After reviewing the data from 18-19 school year, it was determined that our ELA Bottom Quartile Learning Gains had our greatest decline. Ballast Point dropped 11% in 2019, the students that fell into this group are two grade levels below and receive ESE support on a daily basis. The writing scores were also low for this group of students which contributed to the overall decline in their scores.

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

Due to COVID closures, Ballast Point did not participate in statewide testing. After reviewing the data from 18-19 school year, it was determined that our Math Bottom Quartile Learning Gains showed the most improvement. We focused on "Capital Learning Targets" and Teacher/Student Clarity. We also had I-Ready Club before and after school and ELP (Extended Learning Program) prior to the FSA window.

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

Students with Disabilities
Black Subgroup

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

1. ELA Bottom Quartile
2. 3rd, 4th & 5th Grade Black Students
3. 3rd, 4th & 5th Grade ESE Students
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to African-American

| | |
|---|--|
| Area of Focus | Currently labeled a TS&I school based on our Black students- |
| Description and Rationale: | Federal Percent Index from 2019 - Data showed that our Black subgroup was 32%. |
| Measurable Outcome: | Our goal is to increase student achievement in our Black Subgroup by 10%. |
| Person responsible for monitoring outcome: | Beth Hastings (beth.hastings@hcps.net) |
| Evidence-based Strategy: | I-Ready Club - small groups will be pulled to focus on individual/group skills ELP Writing Conferences |
| Rationale for Evidence-based Strategy: | I-Ready - students will be invited to I-Ready Club based on previous years FSA scores and current I-Ready Diagnostic ELP - will begin during the 2nd nine weeks with a focus on our students in the bottom quartile and subgroups. Writing Conferences - will be done in the classroom with the teacher to help each individual students master grade level writing standards. |

Action Steps to Implement

1. Administration will meet with each Bottom Quartile/Black subgroup family to ensure they understand the importance of their child's current academic progress.
2. Grade level collaboration meetings bi-weekly to discuss student progress and plan for additional interventions.
3. Provide professional development for staff in the area of Writing.
4. Non-Evaluative Walkthroughs with Feedback and Fidelity Checks
5. I-Ready Club for students
6. Extended Learning Program - 2nd Nine Weeks

Person Responsible Beth Hastings (beth.hastings@hcps.net)

Additional Schoolwide Improvement Priorities

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

This year Ballast Point will continue to work with the Peter J Mulry Foundation and Truist Bank to provide Mentors that will work with our At-Risk students. They will focus on our Life Skills as well as Academic Support.

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.

Ballast Point has multiple ways to reach out and involve all stakeholders. Some of the activities include - Chat with the Principal (one per grade level), Mentoring with Peter J. Mulry Foundation & Truist Bank, monthly newsletters, and weekly emails.

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.

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|---------------|--------|---|---------------|
| 1 | III.A. | Areas of Focus: ESSA Subgroup: African-American | \$0.00 |
| Total: | | | \$0.00 |