Bevis Elementary School

leadership
analysis
Florida
college and career
students
ambitious
mission
school improvement
family and community involvement
striving
achievement
relationships
teaching
needs assessment
success
resources
areas of focus
instruction
supportive environment
strategic planning
collaboration
vision
learning
growth

2020-21 Schoolwide Improvement Plan

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Bevis Elementary School

5720 OSPREY RIDGE DR, Lithia, FL 33547

[no web address on file]

Demographics

Principal: Rebecca Thoms

Start Date for this Principal: 7/17/2018

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)	18%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (79%) 2017-18: A (79%) 2016-17: A (87%) 2015-16: A (79%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
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 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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Bevis Elementary School

5720 OSPREY RIDGE DR, Lithia, FL 33547

[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 PK-5	No	13%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

All students will maximize their potential for learning and acquire skills necessary for success in the 21st century.

Provide the school's vision statement.

Colleen Bevis Elementary will be a top performing school in Hillsborough County.

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
Thoms, Rebecca	Principal	
Boudreau, Charlena	Assistant Principal	
Crosson, Leigh	Teacher, K-12	5th Grade Teacher, CTA Representative
France, Catherine	School Counselor	
Hill, Stephanie	Teacher, K-12	3rd Grade Teacher
Hurst, Megan	Teacher, K-12	K Teacher
Joiner, Megan	Teacher, K-12	1st Grade Teacher
MacDonald, Circe	Teacher, K-12	SAC Co-Chair, Gifted Teacher
Terkhorn, Amy	Teacher, K-12	2nd Grade Teacher
Youmans, Kimberly	Instructional Coach	Reading Coach, SAC Co-Chair

Demographic Information

Principal start date
Tuesday 7/17/2018, Rebecca Thoms

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.*
54

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.*

3

Total number of teacher positions allocated to the school

57

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
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2019-20 School Improvement (SI) Information*	
SI Region	Central
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](#).

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	114	116	138	152	150	168	0	0	0	0	0	0	0	838
Attendance below 90 percent	1	5	7	5	7	6	0	0	0	0	0	0	0	31
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	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	5	0	0	0	0	0	0	0	6

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	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 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	111	128	143	157	178	159	0	0	0	0	0	0	0	876
Attendance below 90 percent	1	6	2	2	7	4	0	0	0	0	0	0	0	22
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	9	5	0	0	0	0	0	0	0	14
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	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	

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	111	128	143	157	178	159	0	0	0	0	0	0	0	876
Attendance below 90 percent	1	6	2	2	7	4	0	0	0	0	0	0	0	22
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	9	5	0	0	0	0	0	0	0	14
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	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
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	88%	52%	57%	90%	52%	55%
ELA Learning Gains	75%	55%	58%	80%	55%	57%
ELA Lowest 25th Percentile	75%	50%	53%	81%	51%	52%
Math Achievement	88%	54%	63%	96%	53%	61%
Math Learning Gains	75%	57%	62%	83%	54%	61%
Math Lowest 25th Percentile	68%	46%	51%	86%	46%	51%
Science Achievement	82%	50%	53%	91%	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	88%	52%	36%	58%	30%
	2018	90%	53%	37%	57%	33%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	91%	55%	36%	58%	33%
	2018	87%	55%	32%	56%	31%
Same Grade Comparison		4%				
Cohort Comparison		1%				
05	2019	84%	54%	30%	56%	28%
	2018	88%	51%	37%	55%	33%
Same Grade Comparison		-4%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	87%	54%	33%	62%	25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	93%	55%	38%	62%	31%
Same Grade Comparison	-6%					
Cohort Comparison						
04	2019	93%	57%	36%	64%	29%
	2018	91%	57%	34%	62%	29%
Same Grade Comparison	2%					
Cohort Comparison	0%					
05	2019	82%	54%	28%	60%	22%
	2018	92%	54%	38%	61%	31%
Same Grade Comparison	-10%					
Cohort Comparison	-9%					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	82%	51%	31%	53%	29%
	2018	85%	52%	33%	55%	30%
Same Grade Comparison	-3%					
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	58	56	42	63	59	45	32				
ELL	82			76							
ASN	96	88		96	94		100				
BLK	87	90		73	64						
HSP	85	83	79	85	78	73	87				
MUL	96	83		100	83						
WHT	88	71	73	87	73	66	79				
FRL	76	61	69	75	66	53	57				
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	56	45	40	70	52	44	59				
ASN	100	94		91	81						
BLK	80			73							
HSP	85	77		92	73	91	73				
MUL	85	58		100	83						
WHT	88	71	70	93	73	73	87				
FRL	82	60	50	80	74	63	71				

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	66	78	83	74	78	75	60				
ASN	93	71		97	79		100				
BLK	64			86							
HSP	94	78	100	94	81	92	89				
MUL	71	71		94	71						
WHT	92	82	84	96	85	88	91				
FRL	80	67	71	90	78	89	65				

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)	N/A
OVERALL Federal Index – All Students	81
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	100
Total Points Earned for the Federal Index	651
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	51
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	86
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	95
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	79
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	81
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	91
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	77
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	65
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 Bottom Quartile-Learning gains showed the lowest performance this past year. Lack of continuity of Math resources in (textbook adoptions)across the district could be a contributing factor. In 2018, Bevis was 38% higher than the district in FSA data. In 2019, the difference was 33%.

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

Math Bottom Quartile Learning goals fell from 75% in 2018 to 68% in 2019.

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.

ELA Achievement was the component with the greatestdifference when compared to the state average. This was a positive influence as the state average was 57% and Bevis Elementary was 88%. In looking for growth opportunities, the component where Bevis is most closely aligned with the state average was Math Learning Gains, where Bevis was only 13% above the state average.

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

ELA Lowest Quartile improved 9%. ELA teachers implemented standards-based-planning aligned with students needs. Resources implemented for Instructional decision making included, The Common Core Companion: The Standards Decoded (Teacher/Student Talk portion specifically) and Visible Learning for Literacy(Teacher clarity specifically). Bevis regularly monitored student progress by reviewing iready lesson data, Iready diagnostic data, and informal assessments. As a result, teachers were able to effectively make instructional decisions to meet the student's needs. The teachers also attended professional development for enhancing questions and discussion techniques to enhance our instructional practices.

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

In reviewing the 2018-2019 data, 13 students were included in the EWS- Course Failure in ELA or Math.

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

1. Math Achievement-Lerning Gains
2. Math Lowest Quartile
3. Vocabulary
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Student achievement will increase as teachers strategically integrate vocabulary in all content areas.
Measurable Outcome:	Students who scored at or above grade level on the ELA I-Ready vocabulary domain for the winter diagnostic will increase 3%, from 75% to 78%.
Person responsible for monitoring outcome:	Rebecca Thoms (rebecca.thoms@hcps.net)
Evidence-based Strategy:	* Collaborative Planning for vocabulary instruction * Bi-weekly science vocabulary showcase * Professional Development
Rationale for Evidence-based Strategy:	Teachers will collaborate to provide vocabulary instruction and supplemental resources aligned with current Florida Standards.

Action Steps to Implement

Regular PLC meetings - Rebecca Thoms
Bi-Weekly science vocabulary showcase - Science Leaders
Professional Development - Reading Coach, administration

Person Responsible	Rebecca Thoms (rebecca.thoms@hcps.net)

Additional Schoolwide Improvement Priorities

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

N/A

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.

School Climate / Culture
Positive rapport between students, faculty, administration and community members is evident throughout Bevis. Each student feels welcome, safe and respected due to the many established programs. Character development is as essential to academic growth in our school culture. The guidance department supports Bevis' commitment to the whole student by meeting regularly with parents, small student groups, and individual students as needed. Each classroom receives monthly lessons on positive character traits, good

decision making, problem solving, and conflict resolution. Every student applies for a school leadership position at the conclusion of their 4th grade year. Safety Patrol, Peer Mediators, Media/PE/Homeroom Helpers are all opportunities for 5th graders to make a positive impact as role models for younger students. Morning announcement include "Bucket Fillers" where students are recognized by teachers and peers for demonstrating acts of good character. Each homeroom class selects a "Bronco of the Month" who models a specific character trait. Students are rewarded with a horseshoe car magnet, gifts from local business partners, and their group picture is displayed in the media center. Recognition is also given to students who have participated, or succeeded, in school and local competitions though our weekly newsletter, "The Trailblazer." Our Twitter feed (@HCPSBevis) is another venue for students and families to share in our Bevis accomplishments. Students' academic growth as well as citizenship is rewarded in each classroom and during Bronco Award Assemblies. A Principal's Breakfast is held each academic reporting period to give families an opportunity to celebrate their child's academic successes.

TELL HCPS is the annual survey platform for teachers, parents and students to provide valuable feedback within several categories. Bevis faculty responded with 100% strongly agreeing when queried if "teachers are recognized as educational experts." Similarly, 98% strongly agreed that teachers support one another and an equal percentage affirmed an atmosphere of trust and mutual respect in our school. Similarly, students are also afforded the opportunity to participate in a School Culture and Perception Survey (SCIP). Data from the SCIP illustrates the strong emphasis on culture, learning and character as 99% of students feel that their teachers care about them and 100% responded that their teachers want them to do their best. We take great pride in the fact that we have a 97% current aggregate favorable scorecard. Data points from these anonymous surveys are indicative of the positive climate and culture embodied at Bevis Elementary.

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
		Total:	$0.00