

The School District of Lee County

Bayshore Elementary School



2020-21 Schoolwide Improvement Plan

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Bayshore Elementary School

17050 WILLIAMS RD, North Ft Myers, FL 33917

<http://bay.leeschools.net/>

Demographics

Principal: Benjamin Ausman

Start Date for this Principal: 7/26/2017

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)	91%
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 White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: B (58%) 2016-17: A (62%) 2015-16: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 Lee 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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Bayshore Elementary School

17050 WILLIAMS RD, North Ft Myers, FL 33917

<http://bay.leeschools.net/>

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;">71%</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;">43%</p>

School Grades History

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

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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.

The purpose of Bayshore Elementary School is to provide all students an educational foundation that builds skills for independent thinking, instills a love of learning for life, and develops the attitude and character to be respectful and responsible citizens.

Provide the school's vision statement.

Please refer to the mission statement section. Our school purpose is listed there.

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
Ausman, Ben	Principal	Provide/coordinate valuable and continuous professional development Conduct classroom walk-throughs to provide feedback Facilitate PLCs PLC Facilitators meet with administration in order to make sure PLCs run smoothly and understand admin expectations. Ensure that PLCs run as a team and decisions are being made together just like they work on the leadership team. Analyze and track data for behavior and academics Provide behavior and academic support to all students Attend leadership meetings throughout the year Attend professional development and communicate information learned back to all staff
Hamstra, Andrew	Assistant Principal	Provide/coordinate valuable and continuous professional development Conduct classroom walk-throughs to provide feedback Facilitate PLCs PLC Facilitators meet with administration in order to make sure PLCs run smoothly and understand admin expectations. Ensure that PLCs run as a team and decisions are being made together just like they work on the leadership team. Analyze and track data for behavior and academics Provide behavior and academic support to all students Attend leadership meetings throughout the year Attend professional development and communicate information learned back to all staff
Devore, kelli	Teacher, K-12	Attend PLCs Progress monitor all students in the class Develop Assessments Curriculum design Deliver instructional interventions with fidelity Reading or Math Coach Specialist Attend MTSS meetings Train teachers in interventions, progress monitoring and differentiated instruction Implement supplemental and intensive interventions Keep progress monitoring notes and anecdotes of interventions implemented Administer Screenings Collect school-wide data for team to use in determining at risk students

Demographic Information

Principal start date

Wednesday 7/26/2017, Benjamin Ausman

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.*

5

Total number of teacher positions allocated to the school

29

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)	91%
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 White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: B (58%) 2016-17: A (62%) 2015-16: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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	89	87	98	93	103	96	0	0	0	0	0	0	0	566
Attendance below 90 percent	4	11	12	11	18	12	0	0	0	0	0	0	0	68
One or more suspensions	0	4	0	1	2	4	0	0	0	0	0	0	0	11
Course failure in ELA	3	10	6	15	18	12	0	0	0	0	0	0	0	64
Course failure in Math	2	4	5	12	5	12	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide ELA assessment	0	0	0	0	8	13	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide Math assessment	0	0	0	0	7	12	0	0	0	0	0	0	0	19
	0	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	3	7	6	11	17	18	0	0	0	0	0	0	0	62

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	4	6	0	1	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	1	2	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Saturday 10/24/2020

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	108	107	92	114	115	101	0	0	0	0	0	0	0	637
Attendance below 90 percent	19	11	17	9	15	15	0	0	0	0	0	0	0	86
One or more suspensions	2	2	2	3	6	9	0	0	0	0	0	0	0	24
Course failure in ELA or Math	10	16	7	19	23	11	0	0	0	0	0	0	0	86
Level 1 on statewide assessment	0	0	0	28	34	22	0	0	0	0	0	0	0	84

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	4	3	3	17	28	13	0	0	0	0	0	0	0	68

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	7	1	8	0	0	0	0	0	0	0	0	0	18
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	108	107	92	114	115	101	0	0	0	0	0	0	0	637
Attendance below 90 percent	19	11	17	9	15	15	0	0	0	0	0	0	0	86
One or more suspensions	2	2	2	3	6	9	0	0	0	0	0	0	0	24
Course failure in ELA or Math	10	16	7	19	23	11	0	0	0	0	0	0	0	86
Level 1 on statewide assessment	0	0	0	28	34	22	0	0	0	0	0	0	0	84

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	4	3	3	17	28	13	0	0	0	0	0	0	0	68

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	7	1	8	0	0	0	0	0	0	0	0	0	18
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	54%	57%	57%	55%	55%	55%
ELA Learning Gains	49%	56%	58%	55%	53%	57%
ELA Lowest 25th Percentile	49%	50%	53%	53%	49%	52%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	67%	62%	63%	70%	60%	61%
Math Learning Gains	69%	65%	62%	70%	60%	61%
Math Lowest 25th Percentile	63%	54%	51%	76%	50%	51%
Science Achievement	55%	52%	53%	53%	51%	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	62%	58%	4%	58%	4%
	2018	53%	55%	-2%	57%	-4%
Same Grade Comparison		9%				
Cohort Comparison						
04	2019	41%	55%	-14%	58%	-17%
	2018	66%	53%	13%	56%	10%
Same Grade Comparison		-25%				
Cohort Comparison		-12%				
05	2019	50%	54%	-4%	56%	-6%
	2018	50%	52%	-2%	55%	-5%
Same Grade Comparison		0%				
Cohort Comparison		-16%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	66%	61%	5%	62%	4%
	2018	56%	58%	-2%	62%	-6%
Same Grade Comparison		10%				
Cohort Comparison						
04	2019	63%	62%	1%	64%	-1%
	2018	69%	58%	11%	62%	7%
Same Grade Comparison		-6%				
Cohort Comparison		7%				
05	2019	65%	58%	7%	60%	5%
	2018	66%	57%	9%	61%	5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison				-1%		
Cohort Comparison				-4%		

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	53%	50%	3%	53%	0%
	2018	60%	52%	8%	55%	5%
Same Grade Comparison				-7%		
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	17	48	58	46	70	80	25				
ELL	22	43	62	64	64	50					
BLK	53	31		63	77						
HSP	36	42	55	56	64	55	36				
MUL	30			40							
WHT	66	56	50	75	73	67	70				
FRL	44	40	51	60	65	56	50				
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	20	46	50	25	55	69	54				
ELL	38	43		58	64						
BLK	62	58		62	54						
HSP	48	53	50	55	58	63	54				
WHT	62	52	52	70	64	59	58				
FRL	48	51	50	61	64	61	58				
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	23	75	74	49	83	93	30				
ELL	19	47		52	60						
BLK	58	71		53	86						
HSP	40	49	55	65	66	74	42				
WHT	61	56	45	72	68	74	64				
FRL	48	53	62	64	70	75	48				

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	59
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	69
Total Points Earned for the Federal Index	475
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
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	53
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	
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	56
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	52
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	35
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	65
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	54
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.

The data component that showed the lowest performance during the 2018-2019 school year was ELA learning and ELA bottom 25% based upon the Needs Assessment/Analysis. Both of these categories had a 49% achievement level. Factors that contributed to the low performance in these two categories included a large increase in LY students, inconsistency of implemented intervention time, and lack of focus on the students in the bottom 25% and specific groups of students.

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

The greatest data decline came in Science with a 5% decrease in proficiency from the 2018/2019 to 2019/2020 school year. There is a high correlation between students' ELA performance and their Science performance, this group of 5th grade students had a lower ELA performance. A change in Science curriculum also contributed to the decline, along with key standards/concepts not being instructed in depth at the 3rd and 4th grade levels.

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.

The greatest gap compared to the state average was in ELA learning gains. The state performed at 58% while Bayshore performed at 49%. The current trend is that we are missing on our students that are the 2B bucket. Bayshore Elementary only moved 10/50 students that fell in 2B in 4th and 5th grade. That equates to only 20%. The trend is that this has been a difficult bucket to move the past three years. It is typically a low percentage and it is across the district as well. Bayshore is working very hard with this group this year to improve on the past trend. The fact that our proficiency went down also brought down the learning gains. 4th and 5th grade teachers need more support. The data has been analyzed by teacher to see the biggest gaps and support will be given to areas of need. Teachers need to be more focused on what the standard is asking them to teach and students to learn. Proficiency scales and PLCs will be a focus to improve the scores in ELA.

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

Math Learning Gains and Math bottom 25% showed the most improvement. Math bottom 25% increased by 5% from the previous year and Math learning gains went up 6% Bayshore Elementary added a math coach to work with grades four and five. Mrs. Deming worked with all math teachers in planning and assessing students. Mrs. Deming worked with the bottom 25% as well. She worked in centers with students to give them instruction that they needed. Also, FSA packets were created for students to get practice for the FSA. Packets were checked and given back to students with feedback and for student to correct. Students worked through packets and it had a positive impact on the students. Grades 3-5 math performed above the state average as well. All of our math teachers have at least three years' experience in their subject area, and this has helped as well as teachers developing a deeper understanding of the content.

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

The two areas of potential concern are the course failures in either ELA or Math and Level 1 on a statewide assessment. These two correlate as students are struggling in either math and/or ELA and it is translating to the statewide assessment. Emphasis needs to be put on differentiation for these students so they receive the instruction they need to improve on their grades and in return improve on the statewide assessment. Teachers also need to understand the standards well and assess students frequently to help this cause as well. Many course failures also come from students' low attendance rates as well. All three categories are close in numbers and low attendance rate for students translates to course failures and level 1 on state assessments.

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

1. ELA Proficiency, learning gains, and bottom 25%
2. Math Proficiency, learning gains, and bottom 25%
3. Attendance
4. Multi-racial students from ESSA Data
5. Behavior

Bayshore Elementary experienced a decline in ELA proficiency, learning gains, and the bottom 25%

proficiency dropped 4%, and learning gains and the bottom 25% fell 5%. This has put ELA as a priority for the upcoming school year. Math made great strides this year and performed above the state average for proficiency. The focus will be to keep math moving in an upward trend. Attendance was a focus this past year as it plays an important role in student success. Students must be in class to succeed. This will cut down on course failures and lead to higher scores in state assessments. Science decline this year and it will be a goal to increase the science proficiency this upcoming school year. Behavior is not a major issue at Bayshore, and the focus will remain on students following the rules so that they may remain in class to learn.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Science

Area of Focus

Description Science scores dropped in proficiency from 60 to 55%

Rationale:

Measurable Outcome:

Science proficiency will increase from 55% to 58% by the end of the school year

Person responsible for monitoring outcome:

Ben Ausman (benjaminia@leeschools.net)

Evidence-based Strategy:

Science data will be analyzed throughout the year to identify students who need support. Mrs. Deming will help students in the morning before school. The data will also be shared with the teachers for them to differentiate for their students in order to get their students to proficiency. PLCs will meet to discuss the science data throughout the year and discuss what students need in order to learn the standards in depth. Extended science will also be offered during the school year for students not performing up to the fifth grade standards.

Rationale for Evidence-based Strategy:

Science proficiency dropped by 5% this past school year. Student data will be analyzed more in PLCs in order to drive instruction. As students get more support in ELA to become stronger readers, this will help in the area of science as well. Extended science has helped bring students up to the fifth grade standards and this will be done again to help give the struggling students more support.

Action Steps to Implement

1. Students that don't perform with proficiency on the STAR assessment will be analyzed. Students that don't perform with proficiency will be divided up in groups and work with the coaching specialist before school to get supplemental instruction
2. Student data will be kept in order to make sure students are progressing through the standards to show proficiency. Students will be able to work in small groups in the morning in order to get one on one help with standards that they are not performing on. Students will be assessed by the coaching specialist every week in order to make sure students are on target for proficiency. Instruction will be differentiated for the students to make sure standards are broken up for students to drive instruction.
3. The coaching specialist will communicate with the classroom teachers on the progress and what to focus on inside of the classroom on the regular school day.

Person Responsible

Ben Ausman (benjaminia@leeschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Math saw increases in proficiency, learning gains, and bottom 25%. It will be the goal of Bayshore Elementary to continue to increase the scores in all three areas.

Measurable Outcome:

Math proficiency will increase from 67 to 70%. Learning gains will increase from 65 to 70% and bottom 25% will increase from 63 to 70%. This will increase Bayshore's math points by 15 points. This will be done by the end of the 2019-20 school year.

Person responsible for monitoring outcome:

Ben Ausman (benjaminia@leeschools.net)

Evidence-based Strategy:

Math will begin using proficiency scales with major standards in the math curriculum. Students will get a better understanding why they are working on the standard and what they are doing. The proficiency scales will also let teachers see where students are at on the scales. This will allow them to differentiate based on the students success. Proficiency scales will be introduced to students so they have an idea of what they are as well to help them be successful. This will make the teacher aware of activities for the low level students and the high level students. The math coach, Amber Deming, will also work with the students who struggling in math. Last year this process help increase our scores and emphasis will continue to be on the PLCs and the work teachers are doing together.

Rationale for Evidence-based Strategy:

Proficiency scales are going to let students see where they are at on major standards. Students will be able to track their own data on standards and teachers will develop a better understanding as well on where each student is at. This will allow teachers to differentiate their instruction to make sure that they are getting to all the levels of students in the room. Enrichment activities will push the level 4 and 5 students while teachers support can go more to the students that need it. Proficiency scales and the individualized instruction from Mrs. Deming will help students understand the standards more in depth.

Action Steps to Implement

1. PLCs will use the instructional guides and curriculum maps in order to discuss what students should learn. During that time teachers will discuss the different levels of instruction for students.
2. Proficiency scales will be part of the PLC process.
3. The coaching specialist in the PLC leader and will help the math team set up differentiated centers.
4. The formative assessment data will be used in order to help drive the differentiated groups. Intervention time is set aside for 50 minutes every day for all math students.
5. The coaching specialist meets with all bottom 25% students and works with them as she pushes in the classrooms. The coaching specialist tracks how students are doing before moving on with students. She ensures that they have learned the material.
6. Progress monitoring of the multi-racial students will take place regarding the ESSA subgroup below 41%
7. Data collection will come from teacher data and i-ready in order to make sure multi-racial students are progressing throughout the year.
8. High Yield Instructional Strategies will be explicitly used with students in the ESSA subgroup that fell below 41%.

Person Responsible

Ben Ausman (benjaminia@leeschools.net)

#3. Instructional Practice specifically relating to ELA**Area of****Focus**

ELA proficiency dropped by 4% during the 2018-19 school year. ELA learning gains

Description and

dropped 5% and the bottom 25% dropped by 2% ELA will have more support throughout this school year in order to improve the scores.

Rationale:**Measurable Outcome:**

ELA proficiency will increase 54% to 57%. ELA learning gains will increase from 49% to 55%. Bottom 25% learning gains will increase from 49% to 55% This will give Bayshore an increase of 15 points on the school grading system. This will be accomplished by the end of the 2019-20 school year.

Person responsible for monitoring outcome:

Ben Ausman (benjaminia@leeschools.net)

Evidence-based Strategy:

ELA will begin using proficiency scales with major standards in ELA. Students will get a better understanding why they are working on the standard and what they are doing. The proficiency scales will also let teachers see where students are at on the scales. This will allow them to differentiate based on the students success. Proficiency scales will be introduced to students so they have an idea of what they are as well to help them be successful. This will make the teacher aware of activities for the low level students and the high level students. During intervention, paras and academic coaches will be part of the intervention time. Students will be able to work in small groups with an adult in order to help them in areas that they need. Our focus will be the 2A and 2B students who didn't make any movement on the FSA.

Rationale for Evidence-based Strategy:

Bayshore lost a lot of points as 10/50 students in 2A and 2B made any gains or moved to proficiency. Based on this support will be given to teachers to allow students to be working in small teacher led groups to give them what they need. Students will get the practice they need in order to become proficient during the 2019-20 school year. Only 20% made any movement and the small group will give the support to the students that is needed instead of centers that aren't being monitored.

Action Steps to Implement

1. Curriculum Maps and instructional guides will be part of the PLC process and answering what do we want students to learn. This will be the framework that teachers work through their PLC.
2. All grade levels will use a PLC document in order to make sure they are moving through the four questions and talking about high yield strategies in order to teach the material.
3. Intervention time is done every day for students to make sure that students are receiving instruction at their level.
4. Paraprofessionals will be used during intervention time in order to get students down to a 6:1 ration in order to help them with reading comprehension.
5. Data will be analyzed frequently to track the progress of students.
6. Progress monitoring of the multi-racial students will take place regarding the ESSA subgroup below 41%
7. Data collection will come from teacher data and i-ready in order to make sure multi-racial students are progressing throughout the year.
8. High Yield Instructional Strategies will be explicitly used with students in the ESSA subgroup that fell below 41%.

Person Responsible

Ben Ausman (benjaminia@leeschools.net)

#4. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale: During the 2017-2018 school year, the number of students that received OSS increased from 22 to 24 students. The majority of these students were new to our school and were not familiar with our school culture and our PBS program. Another contribution to this increase had to do with unstructured activities such as recess, specifically during the first quarter of the school year and with the intermediate grade levels.

Measurable Outcome: During the 2019-2020 school year, the number of students with OSS will decrease from 32 students to 25 students as evidenced by referral data by the end of the school year.

Person responsible for monitoring outcome: Ben Ausman (benjaminia@leeschools.net)

Evidence-based Strategy: School Ambassadors will introduce the PBS program during their tours for new students. School staff will emphasize the school expectations, especially during the first quarter, in order to decrease the number of incidences for the remainder of the school year. Teachers will demonstrate good sportsmanship and proper recess etiquette throughout the school year to help remind students of the appropriate behavior. Teachers will also facilitate team building opportunities within the classroom to provide a sense of "family" and increase their level of respect and compassion for one another.

Rationale for Evidence-based Strategy: The reason for selecting these strategies is because recess is the highest incident location for referral data; and new students made up the majority of referrals.

Action Steps to Implement

1. Rotate proximity with teachers and students during unstructured activities such as recess
2. Provide team building activities
3. Emphasize expectations and sportsmanship throughout the school year
4. Model appropriate behavior
5. Focus on mentoring new students until they feel comfortable with Bayshore expectations

Person Responsible Ben Ausman (benjaminia@leeschools.net)

#5. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: During the 2018-19 school year, 13.7% of students were absent more than 10% of the school year. During the school year, it is imperative that students are in school in order to be successful. Attendance meetings will be continued during the 2019-20 school year and more incentives will be put in place to encourage students to improve their attendance. It is important that students are in school to receive instruction to increase student achievement. Part of the component will also be dealing with tardies as many students are absent in the morning during the reading block.

Measurable Outcome: The students that are chronically absent (10% or more) will drop from 80 students in 2018-19 to 70 students in 2019-20.

Person responsible for monitoring outcome: Ben Ausman (benjaminia@leeschools.net)

Evidence-based Strategy: Attendance meetings will be held regularly throughout the school year. An attendance committee meets throughout the school year to design a program that will help support students and families to have their child in school. It will be the teacher's role to call parents when students are absent multiple days in a row and administration will call parents when students are missing many days. Grade level competition will take place to see which class can have the greatest attendance. Classes will be recognized on the news and quarterly awards will be given out. Students who have attendance issues will also be placed in the mentoring program. A check in will be done with the students and being paired with a mentor will help the student want to attend school. Newsletters will have attendance tips to have parents understand the importance of being in school. Resources will also be given to parents from the social worker and guidance counselor. Student that have good attendance and improved attendance will be recognized on the school news.

Rationale for Evidence-based Strategy: The attendance data will be used to identify students who missed more than 10% school days. Interventions will be put in place and the data shows that students who can connect with an individual at school will help their attendance. The mentor can design an action plan with the student. If the student continues to miss more the attendance committee will discuss a response and outside resources that can help as well. Our attendance increased this past school year by .7% with these procedures in place.

Action Steps to Implement

1. Student attendance data will be tracked throughout the year so that student who have missed more than 10% in the previous year can be identified.
2. Attendance committee will meet to determine procedures to help parents and students the importance of attendance.
3. Data will be pulled every Friday to see which classes are struggling with attendance.
4. Students that have an attendance problem will be paired with a mentor throughout the year.
5. The average daily attendance will be pulled monthly and analyzed.
6. Students with chronic absences will have a parent meeting with administration and school admin.
7. Small group celebrations for students who have been consistently coming to school with Mrs.Sneddon.

Person Responsible Ben Ausman (benjaminia@leeschools.net)

Additional Schoolwide Improvement Priorities

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

The administration will attend PLCs to help teams make decision to drive instruction for student achievement. This will drive ELA, Math, and Science to our goals.

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.

Bayshore Elementary has many parent involvement nights. Parents are invited to muffins with moms, donuts with dads, student showcase, student led conferences, movie night, and hoedown. Volunteers were thanked for their time with a breakfast at the end of the year in order to keep strong ties with parents as their involvement plays a big role in the success of school. The school's mission/vision statement is on the school's website to inform parents of the goals of Bayshore Elementary. Information on Focus is also available to parents through the school's website in order to have an account to always check their child's progress. Parent communication is also sent through school messenger by teachers throughout the year to inform parents what is happening in their child's classroom. Parent workshops are available throughout the school year. Bayshore also provides a breakfast to thank our sponsors and stakeholders. Feedback is asked by parents through surveys to increase two way communication. The school welcomes phone calls and emails from parents in order to have two way communication to meet the needs of students. Parents, teachers, students, community members and business partners will participate in the comprehensive needs' assessment by attending meetings that discuss the data of the school with how the school is doing overall, L25s, and ESE. Stakeholders will participate as the result of invitations through school messenger and school newsletters. Input from stakeholders will be collected through open discussions. Information will be given to parents through different languages to make parents aware. Stakeholders will be involved in the design, implementation and evaluation of the school wide plan such as creating and reviewing during SAC meetings. All data are shared with the School Advisory Committee (SAC), where parents and community business members are able to share and discuss ideas about how Bayshore Elementary may best move forward.

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: Science	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Discipline	\$0.00
5	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
Total:			\$0.00