

The School District of Lee County

Bonita Springs Elementary School



2021-22 Schoolwide Improvement Plan

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Bonita Springs Elementary School

10701 DEAN ST SE, Bonita Springs, FL 34135

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

Demographics

Principal: Robert Cooper

Start Date for this Principal: 7/1/2018

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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: A (69%) 2017-18: A (65%) 2016-17: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We at, BSE, will achieve academic and personal excellence through collaboration, leadership, and respect.

Provide the school's vision statement.

The vision of Bonita Springs Elementary is to be a world-class school.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Cooper, Robert	Principal	<p>Achieve results on the school's goals and demonstrate that student learning is the top priority through leadership actions that build and support a learning organization focused on student success.</p> <p>? Enable faculty and staff to work as a system focused on student learning and engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school.</p> <p>? Maintain a school climate that supports student engagement in learning and generates high expectations for learning growth by all students.</p> <p>? Work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.</p> <p>? Implement the Florida Educator Accomplished Practices as described in Rule 6A-5.065, Florida Administrative Code through a common language of instruction.</p> <p>? Engage in data analysis for instructional planning and improvement and communicate the relationship among academic standards, effective instruction, and student performance.</p> <p>? Implement the District's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school and ensure the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.</p> <p>? Recruit, retain, and develop an effective and diverse faculty and staff.</p> <p>? Generate a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan.</p> <p>? Evaluate, monitor, and provide timely feedback to faculty on the effectiveness of instruction.</p> <p>? Employ a faculty with the instructional proficiencies needed for the school population served and identify faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>? Implement professional learning that enables faculty to deliver culturally relevant and differentiated instruction, provides resources and times, and engages faculty in effective individual and collaborative professional learning throughout the school year.</p> <p>? Structure and monitor a school learning environment that improves learning for a diverse student population and maintains a safe, respectful, and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy.</p> <p>? Recognize and use diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning.</p> <p>? Promote school and classroom practices that validate and value similarities and differences among students and provide recurring monitoring and feedback on the quality of the learning environment.</p> <p>? Initiate and support continuous improvement processes focused on the students' opportunities for success and well-being.</p> <p>? Engage faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.</p> <p>? Employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data and give priority attention to decisions that impact the quality of student learning and teacher proficiency.</p> <p>? Use critical thinking and problem solving techniques to define problems, identify solutions, and evaluate decisions for effectiveness, equity, and intended and actual outcomes.</p> <p>? Empower others and distribute leadership when appropriate.</p> <p>? Use effective technology integration to enhance decision making and efficiency throughout the school.</p> <p>? Actively cultivate, support, and develop other leaders within the organization, provide evidence of delegation and trust in subordinate</p>

Name	Position Title	Job Duties and Responsibilities
		<p>leaders, and plan for succession management in key positions.</p> <p>? Promote teacher-leadership functions focused on instructional proficiency and student learning.</p> <p>? Develop sustainable and supportive relationships between school leaders, parents, the community, higher education, and business leaders.</p> <p>? Manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>? Organize time, tasks, and projects effectively with clear objectives and coherent plans and establish appropriate deadlines.</p> <p>? Manage schedules, delegate, and allocate resources to promote collegial efforts in school improvement and faculty development and demonstrate fiscal responsibility to maximize the impact of fiscal resources on instructional priorities.</p> <p>? Practice two-way communication and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and the community.</p> <p>? Actively listen to and learn from student, staff, parents, and community stakeholders and recognize individuals for effective performance.</p> <p>? Communicate student expectations and performance information to students, parents, and the community.</p> <p>? Maintain high visibility at the school and in the community, regularly engage stakeholders in the work of the school, and communicate opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversation about important school issues.</p> <p>? Ensure faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.</p> <p>? Demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.</p> <p>? Adhere to the Code of Ethics and the Principles of Professional</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, Florida Administrative Code.</p> <p>? Demonstrate resiliency by staying focused on the school's vision and reacting constructively to barriers that include disagreement and dissent with leadership.</p> <p>? Demonstrate a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and the local community.</p> <p>? Demonstrate willingness to accept responsibility for actions and utilize constructive criticism for professional growth.</p> <p>? Demonstrate explicit improvement in specific performance areas based on previous evaluations and formative feedback.</p> <p>? Implement regulations as they pertain to the assigned school.</p> <p>Attend staff meetings and participate in conferences and other trainings to enhance job performance.</p> <p>? Seek out professional development opportunities and maintain professional licensure and certifications.</p> <p>? Promote the District's interest in increasing student achievement by working with the educational interests of students in mind at all times.</p> <p>? Maintain positive communication with colleagues, community members, parents, and students to promote an increase in community engagement in education.</p> <p>? Support the retention of Highly Effective and Effective employees by exhibiting professionalism and making positive contributions to workplace morale.</p> <p>? Promote a culture of high performance and continuous improvement by valuing learning and making a commitment to quality</p>
Kohler, Traci	Assistant Principal	<p>Support Professional Learning Communities (PLCs)</p> <p>Provide leadership regarding student discipline, social emotional learning for students, and PBIS.</p> <p>Assist/support the goals of the school principal</p>

Name	Position Title	Job Duties and Responsibilities
Lias, Jennifer	Instructional Technology	ESOL Contact ESOL Paras Imagine Learning All Technology School Messenger Twitter School Webpage Tech Committee Hold Small Groups Inventory Google Calendar SIOP TEACH Team Member
Johnston, Lauren	Reading Coach	Interventions Exit Tickets Intermediate Data Sheets Book Battle Coaching Lesson Planning Hold Small Groups PD Committee Member Equity Coordinator 504 Plan Coordinator TEACH Team Member Literacy Leadership Team
Johnston, Tomothy	Math Coach	Interventions Exit Tickets Intermediate Data Sheets Coaching Lesson Planning Hold Small Groups APPLES PD Committee Member Thinking Maps Math Fluency TEACH Team Member Assistant Test Coordinator
Gelletly, Janelle	Teacher, ESE	FUBA/BIP Coordinator (ESE) BPIE Coordinator ESE Curriculum Testing Coordinator ESE Testing Accommodations FAA Coordinator FTE Data ESE Teacher Support

Name	Position Title	Job Duties and Responsibilities
		Staffings / Reevaluations ESE Student Placement Peer Support Sensory Support TEACH Team Leader ESE Related Services & Gifted Threat Assessment Team Hospital Homebound ESE Paras /SLP & Schedules Hold Small Groups Literacy Leadership Team
Santillo, Claudia		All MTSS Bobcat Buddies Dir. FUBA/BIP Coordinator (Tier 3) Hold Small Groups New Student Placement TEACH Team Member Kagan Literacy Leadership Team
Schroeder, Zachary	Teacher, K-12	PBIS Committee Safety Supervisor Liaison between staff and leadership

Demographic Information

Principal start date

Sunday 7/1/2018, Robert Cooper

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.*

3

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

38

Total number of students enrolled at the school

480

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

6

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

14

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	78	84	77	88	77	76	0	0	0	0	0	0	0	480
Attendance below 90 percent	10	9	6	11	7	3	0	0	0	0	0	0	0	46
One or more suspensions	0	0	1	0	1	0	0	0	0	0	0	0	0	2
Course failure in ELA	1	10	1	29	13	15	0	0	0	0	0	0	0	69
Course failure in Math	1	6	0	17	12	1	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	5	16	14	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	8	13	0	0	0	0	0	0	0	26
Number of students with a substantial reading deficiency	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	1	6	0	20	18	14	0	0	0	0	0	0	0	59

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	0	0	5	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 9/21/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	74	70	80	75	69	70	0	0	0	0	0	0	0	438
Attendance below 90 percent	1	5	5	5	3	1	0	0	0	0	0	0	0	20
One or more suspensions	0	0	1	1	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	11	9	7	17	12	0	0	0	0	0	0	0	56
Course failure in Math	0	5	3	4	2	12	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	13	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	7	0	0	0	0	0	0	0	9

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	6	4	5	4	11	0	0	0	0	0	0	0	30

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	74	70	80	75	69	70	0	0	0	0	0	0	0	438
Attendance below 90 percent	1	5	5	5	3	1	0	0	0	0	0	0	0	20
One or more suspensions	0	0	1	1	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	11	9	7	17	12	0	0	0	0	0	0	0	56
Course failure in Math	0	5	3	4	2	12	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	13	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	7	0	0	0	0	0	0	0	9

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	6	4	5	4	11	0	0	0	0	0	0	0	30

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				60%	57%	57%	60%	55%	56%
ELA Learning Gains				66%	56%	58%	57%	53%	55%
ELA Lowest 25th Percentile				56%	50%	53%	53%	47%	48%
Math Achievement				85%	62%	63%	84%	61%	62%
Math Learning Gains				78%	65%	62%	68%	59%	59%
Math Lowest 25th Percentile				71%	54%	51%	52%	46%	47%
Science Achievement				66%	52%	53%	80%	54%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	48%	58%	-10%	58%	-10%
Cohort Comparison						
04	2021					
	2019	77%	55%	22%	58%	19%
Cohort Comparison		-48%				
05	2021					
	2019	44%	54%	-10%	56%	-12%
Cohort Comparison		-77%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	77%	61%	16%	62%	15%
Cohort Comparison						
04	2021					
	2019	86%	62%	24%	64%	22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-77%				
05	2021					
	2019	81%	58%	23%	60%	21%
Cohort Comparison		-86%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	65%	50%	15%	53%	12%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Data was collected through a quarterly progress monitoring cycle, which included instruments such as STAR, iReady, and district-created progress monitoring assessments.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	3/4.1	15/19.5	0/0
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	1/2.3	3/6.8	0/0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	1/1.4	13/17.6	0/0
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	2/6.1	0/0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	2/4.8	6/13.6	11/26.2
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	1/3	2/5.9	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2/2.6	7/9.1	0/0
	Economically Disadvantaged			
	Students With Disabilities	0/0	1/14.3	0/0
	English Language Learners	0/0	1/2.6	0/0
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16/20.3	29/34.1	36/42.4
	Economically Disadvantaged			
	Students With Disabilities	1/9.1	1/8.3	2/16.7
	English Language Learners	2/6.3	3/9.1	4/11.8
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3/3.8	25/30.1	35/41.7
	Economically Disadvantaged			
	Students With Disabilities	0/0	3/25	4/33.3
	English Language Learners	1/3.2	6/19.4	10/29.4

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16/22.9	31/42.5	33/44.6
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	1/3.8	6/22.2	4/15.4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2/2.9	18/26.5	29/42
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	1/11.1
	English Language Learners	0/0	5/20	8/30.8
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	13/19.7	30/42.9	29/39.2
	Economically Disadvantaged			
	Students With Disabilities	1/12.5	1/14.3	1/11.1
	English Language Learners	0/0	4/15.4	4/15.4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11/16.7	22/31	30/41.1
	Economically Disadvantaged			
	Students With Disabilities	0/0	2/25	2/22.2
	English Language Learners	1/4.2	6/24	9/36
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	15/22.7	29/42	35/47.3
	Economically Disadvantaged			
	Students With Disabilities	0/0	2/25	2/22.2
	English Language Learners	3/12	6/25	6/23.1

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	22			30							
ELL	32	42	30	53	58		21				
HSP	42	47	44	60	63	36	35				
WHT	88			88							
FRL	43	45	45	63	62	30	35				
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	40	40		70	60	73					
ELL	52	60	65	82	80	75	59				
HSP	58	65	56	84	77	71	64				
FRL	61	64	50	83	77	68	65				
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	23	35	45	50	47	50					
ELL	38	42	47	73	63	47	45				
HSP	58	55	52	85	67	52	80				
FRL	58	57	48	81	66	52	77				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	49
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	51
Total Points Earned for the Federal Index	395
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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%	

White Students	
Federal Index - White Students	88
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

All subgroups improved in learning gains and achievement levels in both ELA and Math. Grades 3-5 outperformed the state and district averages in Math and Science. Grade 4 also scored higher than the state and district averages in ELA.

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

Gains by the lowest quartile in 5th grade ELA and Math showed the lowest performance.

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

A contributing factor is the influx of students who are less than two years in our country and are monolingual. As the rule changed to where gains are calculated if a child is in the country for one entire year, our processes had not yet caught up. This group contained 6 non-English proficient students who would not have normally counted in school grade, but did this year. Our points value among the same group of students dropped from 53% to 35%.

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

Gains by the lowest quartile in 5th grade math showed the most improvement in performance with the same group of students moving from 60% to 78% making gains.

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

The key change that we made with this group is that we strategically planned lessons for supporting standards to go to as a backup intervention when students did not demonstrate mastery of the core standards being taught.

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

Kagan

Early research on cooperative learning showed that cooperative learning was a promising intervention for closing the achievement gap (Kagan, 1994). Both minority and majority students' achievement levels were greater with cooperative learning than with traditional teaching methods. Most impressive was the fact that minority students gained at an accelerated rate, narrowing the achievement gap. Recent school performance corroborates early research. Cooperative learning closes the achievement gap.

Whole Brain

Whole Brain Teaching is a teaching strategy that combines cooperative learning and direct instruction. It is a strategy that has been implemented within many K-12 classrooms throughout the nation. In Winters' (2001) work, he often refers to J.T. Bruer's research involving brain-based learning. According to Bruer (1999), there are a number of positive attributes of brain-based learning. Educators of brain-based learning incorporate constructivist models for learning and teaching; student engagement and active involvement in their own learning; teachers teaching for meaning and understanding, rather than for rote memorization; teachers creating classroom environments that are low in threat, yet high in challenge; teachers immersing their students in complex learning experiences; teachers using research to inform instructional practice; and teachers judging what, and how research should be applied to their classrooms.

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

PD opportunities:

Walkabouts

Monthly PD

Coaching

Pre-service trainers

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

Teacher-based committees will provide professional learning during pre-service, PD days, and teacher walk-about.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Improving the performance of fifth grade ELA L25 will help close the achievement gap for our ELLs, students with disabilities, and minority subgroups. Additionally, their success directly contributes to our school grade. In fourth grade last year, which is the same cohort of students, ELA L25s achieved 79% learning gains. As the fourth grade students transition to fifth grade, we would like to keep this percentage the same or increase.
Measurable Outcome:	By the end of the 2021-2022 school year, Bonita Springs Elementary will increase the percentage 5th grade students making gains in the lowest quartile in ELA from 35% to 79% or better as measured by the ELA component of the FSA.
Monitoring:	ELA iReady and exemplar data will be used to monitor progress. Intervention/enrichment grouping and instructional focus will be adjusted based on the data.
Person responsible for monitoring outcome:	Robert Cooper (robertfco@leeschools.net)
Evidence-based Strategy:	<p>Teachers will incorporate the district's high-yield strategies in combination with the school-based programs (Whole Brain Teaching, Kagan, Read 180, Thinking Maps) during core instruction and intervention/enrichment time.</p> <p>The district's high yield strategies "are researched-based instructional practices linked to increased student achievement." (SDLC, 2018)</p> <p>Kagan - "Over 1,000 studies demonstrate the positive effects of cooperative learning on academic achievement, social/emotional development, cognitive development, liking for school and class,..." (Kagan & Kagan, 2009)</p>
Rationale for Evidence-based Strategy:	<p>Whole Brain Teaching - "The research indicates that teachers who are knowledgeable about brain based strategies and who use their understanding...to teach their students, ...help their students learn how to think critically and make meaning of information (Hruby & Goswami, 2011; Jensen, 2009; and Smith, 2007).</p> <p>Thinking Maps - "...Dr. David Hyerle has synthesized the research on cognitive skills development by identifying eight fundamental thinking skills and describing how these skills work in unison" (Hyerle, 1993).</p> <p>Read 180 - "READ 180 Universal helps educators meet the needs of students in both general and special education using a Multi-Tiered Systems of Support (MTSS) approach" (Houghton Mifflin Harcourt, 2019).</p>

Action Steps to Implement

Fifth grade L25 students will be identified individually and labeled on the War Wall. Student progress will be discussed during each weekly PLC and action plans will be adjusted accordingly. Administration, teachers, coaches will monitor progress weekly through data chats with teachers, Unify/Performance Matters reports, Castle reports, STAR/iReady reports, fluency results, PLC minutes.

Person Responsible Robert Cooper (robertfco@leeschools.net)

Teachers will be trained by district personnel on how to run student-led conferences. In addition, Administration will hold parent conferences first semester with the stakeholders to discuss how the parents can help at home and what resources are available to them. Administration will monitor

completion first semester through data folders, data chats with teachers, conference schedules, and inservice records.

Person Responsible Robert Cooper (robertfco@leeschools.net)

Teachers will hold monthly data chats. In addition, administration will meet with these students monthly to talk about their progress. Teachers and administration will monitor monthly through data folders, data chats with teachers, and conference schedules.

Person Responsible Robert Cooper (robertfco@leeschools.net)

Teachers will revisit all the high yield strategies throughout the year during our weekly PD with a focus on Writing to Raise Achievement and Distributive Summarizing. Administration will monitor this weekly through the PD calendar, inservice record, lesson plans, and walkthroughs.

Person Responsible Robert Cooper (robertfco@leeschools.net)

Numbered Heads and other Kagan structures will be used in the classroom daily. There are three Kagan coaches assigned to teachers in order to ensure all structures implemented in the classroom contain all aspects of PIES. Teachers are expected to use the structure, Numbered Heads weekly. Administration will monitor this weekly through lesson plans, walkthroughs, and Kagan coach schedules.

Person Responsible Robert Cooper (robertfco@leeschools.net)

Require Whole Brain Teaching (WBT) to be utilized within the instructional program. There will be a preschool PD on WBT. Teachers are expected to use the brain based strategies in their lesson (ex. kinesthetic movements, repetition to maximize student engagement). Administration will monitor this weekly through lesson plans and walkthroughs.

Person Responsible Robert Cooper (robertfco@leeschools.net)

During preschool, teachers will participate in a Thinking Maps training with a focus on how to incorporate Writing to Raise Achievement instruction strategy. Teachers will be expected to use Thinking Maps daily. Administration will monitor this weekly through lesson plans, walkthroughs, and inservice records.

Person Responsible Robert Cooper (robertfco@leeschools.net)

L25s will receive Read 180 instruction for 45 minutes during intervention to fill in missing gaps. Administration will monitor this weekly through data from the student APP, intervention data sheet, data chats with teachers, and lesson plans.

Person Responsible Robert Cooper (robertfco@leeschools.net)

Follow our process for III and the Florida Decision Tree implementation making sure to integrate it through standard-based instruction. Administration will monitor this weekly through lesson plans, walkthroughs, intervention data sheet, PLC minutes, fluency results, data chats with teachers, Unify/Performance Matters reports, Castle reports, and STAR/iReady reports for evidence of student learning.

Person Responsible Robert Cooper (robertfco@leeschools.net)

Lesson plans will have differentiation/enrichment strategies in place. Administration will simulate teacher reflection by commenting and advising through weekly lesson plans. Administration will monitor weekly through lesson plans and walkthroughs.

Person Responsible Robert Cooper (robertfco@leeschools.net)

Small group instruction during specials time by implementing the PE waiver.

Person Responsible Robert Cooper (robertfco@leeschools.net)

New to BSES teachers have received their Thinking Maps training.

Person Responsible Robert Cooper (robertfco@leeschools.net)

All staff received Light Speed training to ensure that students are working in assigned apps as prescribed by the teacher.

Person Responsible Robert Cooper (robertfco@leeschools.net)

March spiral review days and students will work in groups based on data from exemplars, formatives, and FSA mock assessments.

Person Responsible Robert Cooper (robertfco@leeschools.net)

Teachers are using Standards Tracker in iReady.

Person Responsible Robert Cooper (robertfco@leeschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Students arriving to our school (DEUSS) from another county frequently lack English proficiency and in many instances lack literacy in their native language. These students will count for learning gains in fourth or fifth grade after a year in this country when they have prior year data; as well as proficiency after their second year. It is imperative to identify these students in order to meet their academic needs.
Measurable Outcome:	By the end of the 2021-2022 school year, 62% or more of our DEUSS students in grades 4 and 5 will meet their learning goal in ELA as evidenced through both progress monitoring and the ELA component of the FSA.
Monitoring:	ELA iReady data and exemplars will be used to monitor progress and intervention grouping and instructional focus will be adjusted based on the data.
Person responsible for monitoring outcome:	Robert Cooper (robertfco@leeschools.net)
Evidence-based Strategy:	We will have professional development before school at least two times this year. The focus of the learning will center around strategies identified in the SIOP model integrating the district's high yield strategies. Teachers will be required to bring evidence to each session that shows application of new skills they have acquired.
Rationale for Evidence-based Strategy:	SIOP focuses on each component of literacy. Additionally, it incorporates several of Hattie's High Effect Teaching Strategies (graphic organizers, developing background knowledge, classroom discussion, vocabulary development, and explicit teaching strategies). SIOP strategies also support Marzano's Nine Instructional Strategies (non-linguistic representation, cooperative learning, questions and advanced organizers). The district's high yield strategies "are researched-based instructional practices linked to increased student achievement." (SDLC, 2018)

Action Steps to Implement

Collaborate with the District's ESOL Department to schedule SIOP classes and collaborating on how to explicitly incorporate the high yield strategies. This will be monitored by the ESOL Specialist and administration monthly through PD plan, PD calendar, Walkthrough, lesson plans, and PD reflection/classroom evidence.

Person Responsible Robert Cooper (robertfco@leeschools.net)

District will provide us the books and materials, and the tech. specialist adds event to our school calendar for instructional staff. This will be monitored by administration through evidence of events on BSE calendar and teacher materials.

Person Responsible Robert Cooper (robertfco@leeschools.net)

Teachers will participate in monthly Professional Development. This will be monitored by administration monthly through inservice reports.

Person Responsible Robert Cooper (robertfco@leeschools.net)

DEUSS date students will be identified individually and labeled on the War Wall. Student progress will be discussed during each weekly PLC and action plans will be adjusted accordingly. Administration, teachers, and coaches will monitor progress weekly through data chats with teachers, Unify/Performance Matters reports, Castle reports, STAR/iReady reports, fluency results, and PLC minutes.

Person Responsible Robert Cooper (robertfco@leeschools.net)

Teachers will be trained by district personnel on how to run student-led conferences. In addition, Administration will hold parent conferences first semester with the stakeholders to discuss how the parents can help at home and what resources are available to them. Administration will monitor this is being done first semester through data folders, data chats with teachers, conference schedules, and inservice records.

Person Responsible Robert Cooper (robertfco@leeschools.net)

Teachers will hold monthly data chats. In addition, administration will meet with these students monthly to talk about their progress. Teachers and administration will monitor monthly through data folders, data chats with teachers, and conference schedules.

Person Responsible Robert Cooper (robertfco@leeschools.net)

Teachers will utilize language objectives. They are expected to have the language objective as part of their common board configuration. It is to be posted each day for each subject. This will be monitored by administration through lesson plans, walkthroughs, and PD reflection/classroom evidence.

Person Responsible Robert Cooper (robertfco@leeschools.net)

Schedule uninterrupted and sacred instructional time daily during the 45 minute intervention time with the ESOL teacher. She will follow our Monolingual Instructional Process in order to best meet the needs of the students during intervention time. Students will also utilize the Imagine Learning program at least 45 minutes per week. Administration will monitor this bi-weekly through intervention plans, intervention data sheet, imagine learning program log, lesson plans, PLC minutes, fluency results, STAR/iReady reports, Castle reports, Unify/Performance Matter reports, and data chats with teachers.

Person Responsible Robert Cooper (robertfco@leeschools.net)

Lesson plans will have differentiation/enrichment strategies in place. Administration will simulate teacher reflection by commenting and advising through weekly lesson plans. Administration will monitor weekly through lesson plans and walkthroughs.

Person Responsible Robert Cooper (robertfco@leeschools.net)

Provide PD in Imagine Learning for teachers.

Person Responsible Robert Cooper (robertfco@leeschools.net)

Our tech has a small group that she works with each morning and focuses on language acquisition.

Person Responsible Jennifer Lias (jenniferal@leeschools.net)

Many DEUSS L25s are also participating in our PE waiver program to receive additional instruction during specials.

Person Responsible Robert Cooper (robertfco@leeschools.net)

#3. Other specifically relating to Lost Academic Learning Time

Area of Focus Description and Rationale:	Teacher-Student relationships have a .72 effect size. These relationships can only be built when a student and teacher regularly interact in a positive environment. Student and teacher attendance are critical to providing time for this interaction.
Measurable Outcome:	By the end of the 2021-2022 school year, Bonita Springs Elementary will reduce the number of incidents of tardy K-5 students from 1478 to 1328 or less (a 10% reduction) as measured by our timely arrival tracking sheet.
Monitoring:	We will keep a timely arrival tracking sheet and celebrate when our school shows a decrease in the number of tardy arrivals.
Person responsible for monitoring outcome:	Robert Cooper (robertfco@leeschools.net)
Evidence-based Strategy:	We will use a positive reinforcement system with all Tier 1, 2, and 3 students. Tier 2 and Tier 3 students will receive support by our school social worker.
Rationale for Evidence-based Strategy:	<p>"The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Teacher effectiveness is the strongest school-related determinant of student success, but chronic student absence reduces even the best teacher's ability to provide learning opportunities" (Adelman, C. (2006). The Toolbox Revisited: Paths to Degree Completion from High School through College. Washington, DC: U.S. Department of Education.).</p> <p>"This relationship between attendance and achievement may appear early in a child's school career. A recent study looking at young children found that absenteeism in kindergarten was associated with negative first grade outcomes such as greater absenteeism in subsequent years and lower achievement in reading, math, and general knowledge" (Romero, M., and Lee, Y. (2007). A National Portrait of Chronic Absenteeism in the Early Grades. New York, NY: The National Center for Children in Poverty).</p>

Action Steps to Implement

Our information specialist will track the number of tardy students and calculate a percentage for on time arrivals on a daily basis. Our bookkeeper will publish this rate on our marquee and in our office each day before 12:00 pm. Our information specialist will share this data with our social worker and admin team. The social worker will step in once a student has 10 incidents of being tardy.

Person Responsible Robert Cooper (robertfco@leeschools.net)

The principal will share the importance of timely arrival in the newsletters, on the website, and in parent meetings.

Person Responsible Robert Cooper (robertfco@leeschools.net)

Students will be recognized for perfect attendance and excellent attendance. The perfect attendance requires students to come to school every day and remain for the duration of the day after arriving on time.

Person Responsible Robert Cooper (robertfco@leeschools.net)

We will utilize the continuous improvement model to make data-informed decisions and repeat the processes as necessary.

Person Responsible Robert Cooper (robertfco@leeschools.net)

Teachers who have perfect attendance for the month will receive a week of dress-down days the second week of the following month.

Person Responsible Robert Cooper (robertfco@leeschools.net)

#4. Other specifically relating to Maintaining Learning Gains of Exceeds' Students

Area of Focus Description and Rationale:	We serve a very diverse population, with the bulk of our learners being English language learners. Our team focuses much energy on providing interventions in the core as well as interventions to help learners catch-up to getting on grade level. Trend data shows our level 5s have been increasing and decreasing in grade 3-5 ELA FSA and not showing consistency. From our last school grade results, we found that 0% (0/2) of our Level 5's in 5th grade ELA remained a Level 5 and 100% (3/3) of our Level 5's in 4th grade ELA remained a Level 5 . It is important to identify the Level 5's entering 4th grade and 5th grade to track their progress in order to ensure these students needs are being met.
Measurable Outcome:	As measured by the 2021-2022 ELA FSA, Bonita Springs Elementary will maintain 100% of our Level 5 students.
Monitoring:	ELA iReady and exemplar data will be used to monitor progress, and we will adjust student grouping and instruction according to the data.
Person responsible for monitoring outcome:	Robert Cooper (robertfco@leeschools.net)
Evidence-based Strategy:	<p>To accomplish this task the teachers will use a combination of the following instructional strategies:</p> <p>Thinking Maps Kagan Writing to Raise Achievement Higher Order Thinking Enrichment/Intervention plan using a leveled exit ticket</p> <p>The district's high yield strategies "are researched-based instructional practices linked to increased student achievement." (SDLC, 2018)</p>
Rationale for Evidence-based Strategy:	<p>Kagan - "Over 1,000 studies demonstrate the positive effects of cooperative learning on academic achievement, social/emotional development, cognitive development, liking for school and class,..." (Kagan & Kagan, 2009)</p> <p>Thinking Maps - "...Dr. David Hyerle has synthesized the research on cognitive skills development by identifying eight fundamental thinking skills and describing how these skills work in unison" (Hyerle, 1993).</p>

Action Steps to Implement

Level 5 students in fourth and fifth grade will be identified individually and labeled on the War Wall. Student progress will be discussed during each weekly PLC and action plans will be adjusted accordingly. Administration, teachers, and coaches will monitor progress weekly through data chats with teachers, Unify/Performance Matters reports, Castle reports, STAR/iReady reports, and PLC minutes.

Person Responsible Robert Cooper (robertfco@leeschools.net)

Teachers will hold monthly data chats. In addition, administration will meet with these students monthly to talk about their progress. Teachers and administration will monitor monthly through data folders, data chats with teachers, and conference schedules.

Person Responsible Robert Cooper (robertfco@leeschools.net)

Teachers will revisit all the high yield strategies throughout the year during our weekly PD with a focus on Writing to Raise Achievement and Higher Order Thinking. Administration will monitor this weekly through the PD calendar, inservice record, lesson plans, and walkthroughs.

Person Responsible Robert Cooper (robertfco@leeschools.net)

Numbered Heads and other Kagan structures will be used in the classroom daily. There are three Kagan coaches assigned to teachers in order to ensure all structures implemented in the classroom contain all aspects of PIES. Teachers are expected to use the structure, Numbered Heads at least weekly, if not daily. Administration will monitor this weekly through lesson plans, walkthroughs, and Kagan coach schedules.

Person Responsible Robert Cooper (robertfco@leeschools.net)

During preschool, teachers will participate in a Thinking Maps training with a focus on how to incorporate Writing to Raise Achievement instruction strategy. Teachers will be expected to use Thinking Maps daily. Administration will monitor this weekly through lesson plans, walkthroughs, and inservice records.

Person Responsible Robert Cooper (robertfco@leeschools.net)

Data will be used to identify students' needs for intervention/enrichment time. All students will use a leveled exit ticket to document progress with the standard. Level 5 students will be tracked to ensure all level 1 (recall) and level 2 questions (analyze/inference) are answered correctly. If not, remediation will be needed to be spiraled before state test. Administration will monitor biweekly through the intervention data sheet, intervention/enrichment plan, lesson plans, data chats with teachers, Unify/Performance Matters reports, Castle reports, STAR/iReady reports, and PLC minutes.

Person Responsible Robert Cooper (robertfco@leeschools.net)

Lesson plans will have higher order thinking questions for each lesson along with differentiation/enrichment strategies in place and inquiry-based learning. Administration will simulate teacher reflection by commenting and advising through weekly lesson plans. Administration will monitor weekly through lesson plans and walkthroughs.

Person Responsible Robert Cooper (robertfco@leeschools.net)

Inquiry-based learning and increased center time for our highest performing students,

Person Responsible Robert Cooper (robertfco@leeschools.net)

#5. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale:	A reduction in the number of students receiving one or more office referrals provides more academic learning time for our students.
Measurable Outcome:	By the end of the 2021-2022 school year, Bonita Springs Elementary School will reduce the number of students receiving one or more office referrals by at least 10 percent.
Monitoring:	We will keep track of the number of office referrals in Focus and continue PBIS training and support for teachers throughout the year.
Person responsible for monitoring outcome:	Robert Cooper (robertfco@leeschools.net)
Evidence-based Strategy:	<p>We will utilize our Positive Behavior Interventions and Support (PBIS) system with fidelity as well as our school-wide discipline system. When students are sent to the office, we will incorporate Restorative Justice as a means to changing non-desired behaviors. Desired behaviors will be promoted and recognized via PBS and Do The Right Thing in cooperation with the Lee County Sheriff's Office.</p> <p>Excerpts from Syntheses of Schoolwide PBIS from Mental Health Institute</p> <p>Kutash, K., Duchnowski, A., & Lynn, N. (2006). School-based Mental Health: An Empirical Guild for Decision-makers.</p>
Rationale for Evidence-based Strategy:	<p>"Most experts in the field agree that school-wide PBS is in its infancy (Dunlap, 2006). However, the early results of PBS interventions implemented at the indicated level, and the growing body of support for implementation at the universal and selective levels for children who have emotional/behavioral problem is very promising." P. 32</p> <p>"Because the roots of PBS are in applied experimental analysis of behavior, the evidence for PBS, at this time, is primarily derived from single subject designs. This research, while not in the traditional empirical mode, is nevertheless rigorous, generalizable, and strong in social validity (Sugai & Horner, 2002). Therefore, administrators have a preponderance of evidence to support their exploration of PBS as a viable model for School-based Mental Health programs." P. 33</p>

Action Steps to Implement

Train all staff members on PBIS and the school-wide discipline model.

Person Responsible Robert Cooper (robertfco@leeschools.net)

Hold PBIS and expectation assemblies with students during the first week of school.

Person Responsible Robert Cooper (robertfco@leeschools.net)

Utilize expected practices.

Person Responsible Robert Cooper (robertfco@leeschools.net)

Gather the PBIS team for monthly meetings to analyze data and make data-informed decisions to adjust the program if the team feels it is necessary.

Person Responsible Robert Cooper (robertfco@leeschools.net)

Utilize a continuous improvement model as we progress monitor our results.

Person Responsible Robert Cooper (robertfco@leeschools.net)

Additional Schoolwide Improvement Priorities

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

During the previous 2 academic years, a total of 121 referrals were written at BSES. Approximately 90% of referrals were written for males. Top 3 categories include insubordination, disruptive behavior and peer conflict. Five incidents resulted in In-School Suspension and four resulted in Out of School Suspension. An additional 17 incidents included After School Detention. Lastly, six incidents were categorized as SESSIR.

Our primary area of concern is insubordination and secondary is disruptive behavior. We are a PBS school and our school culture is created using various incentives and instruction. Our supports for PBIS include Bobcat Bucks, PBIS cart, PAWS motto, Super Star Student, PBIS Reward Day, Dojo Points, News Crew Incentive, School Ambassadors, and the Student Advisory Council. We also review discipline data during PBIS meetings.

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.

At the beginning of the school year, families and students will be invited to an open house and the Annual Title I meeting where staff will share the vision, mission, and culture of the school.

Parents, teachers, students, community members and business partners will participate in the comprehensive needs' assessment by SAC/IPTO meetings, curriculum nights, and sharing and analyzing data for all student groups including regular ed, ESE, gifted, migrant, ELLs, L25, educationally disadvantaged and historically underserved, identifying school needs. Stakeholders will participate as the result of invitations through the school newsletter, School Messenger, Peach Jar, personal phone call,

transportation, flexible meeting times, reminder stickers. We will enlist community/business partners by posting meeting notices on our school marquee and website.

Input from stakeholders will be collected through surveys, evaluations, and open discussions. These communications will be flexible in format online, in person or on paper allowing for all parents to give input. Formats will be in different languages and simple terms that parents can easily understand. Information gathered from this data will be used to identify school needs and create a plan. Stakeholders will be involved in the design, implementation and evaluation of the school wide plan by creating and reviewing during SAC/Title I quarterly meetings, how decisions will be made to spend 1% set aside for parent involvement, monitoring of plan progress, and ongoing review of data. Strategies to increase family engagement are included in the PFEP.

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

PBIS Action Team

Amanda Torre - Chair / 5th

Mr. Cooper, Principal

Dr. Kohler, Assistant Principal

Alton Honors II, Guidance Counselor

Dani Salek, Pre-K

Kirstyn Johnson, Kindergarten

Grace Rivera 1st

Jean Gose 2nd

Lisa Nungester, 3rd

Kendra Angeles, 4th

Janelle Gelletly, ESE

Zack Schroeder, Special Area

Claudia Santillo, Intervention Specialist

Lauren Johnston, Reading Coach

Lenore Bennett, Bookkeeper

Rebekah Wright, TALC Rep, brings suggestions and ideas to administration.

The ongoing process for PBIS is similar to most school improvement, problem solving, or decision-making models and includes identifying desired outcomes and current status, analyzing data, developing a plan, implementing the plan, and then evaluating the plan for celebration of successes or revisions as necessary. In addition, teachers submit PDSA (Plan Do Study Act) plans on how they personally will improve student achievement in their classrooms.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Other: Lost Academic Learning Time	\$0.00
4	III.A.	Areas of Focus: Other: Maintaining Learning Gains of Exceeds' Students	\$0.00
5	III.A.	Areas of Focus: Culture & Environment: Discipline	\$0.00
Total:			\$0.00