

Hillsborough County Public Schools

Bailey Elementary School



2021-22 Schoolwide Improvement Plan

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Bailey Elementary School

4630 GALLAGHER RD, Dover, FL 33527

[no web address on file]

Demographics

Principal: Kristin Willis

Start Date for this Principal: 7/21/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
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* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (47%) 2017-18: B (54%) 2016-17: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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Bailey Elementary School

4630 GALLAGHER RD, Dover, FL 33527

[no web address on file]

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 KG-5	Yes	74%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

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SIP Authority

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

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Preparing students for life

"90 X 20"

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Valdez, Scott	Principal	As specified by his contract and specifically with this SIP process, part of the decision making team supporting teachers, reviewing of data, giving targeted feedback to all teachers and ensure that all of our teachers meet the academic needs of all Bailey students
Willis, Kristin	Assistant Principal	As specified by her contract and specifically with this SIP process, part of the decision making team supporting teachers, reviewing of data, giving targeted feedback to all teachers and ensure that all of our teachers meet the academic needs of all Bailey students
Krout, Stephanie	Teacher, K-12	Part of this SIP process, part of the decision making team supporting teachers, reviewing of school data, supporting teachers as a team member of this process to meet the academic needs of all Bailey students. Also the Chairperson of the SIP Committee.
Sabo, Stephanie	Teacher, ESE	Part of this SIP process, part of the decision making team supporting teachers, reviewing of school data, supporting teachers as a team member of this process to meet the academic needs of all Bailey students. Also the ESE School Contact/Lead for the school..
Groubert, Cheryl	Teacher, K-12	SAC Chairperson for the 2019-20; 2020-21 school years. Part of this SIP process, part of the decision making team supporting teachers, reviewing of school data, supporting teachers as a team member of this process to meet the academic needs of all Bailey students. Also the Chairperson of the SAC Committee.
Moyer, Staci	SAC Member	SAC Chairperson for the 2021-22 Part of this SIP process, part of the decision making team supporting teachers, reviewing of school data, supporting teachers as a team member of this process to meet the academic needs of all Bailey students. Also the Chairperson of the SAC Committee.

Demographic Information

Principal start date

Wednesday 7/21/2021, Kristin Willis

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

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.*

9

Total number of teacher positions allocated to the school

36

Total number of students enrolled at the school

680

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.

3

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	101	115	122	111	104	104	0	0	0	0	0	0	0	657
Attendance below 90 percent	5	21	19	14	18	13	0	0	0	0	0	0	0	90
One or more suspensions	0	0	2	1	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	19	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	16	0	0	0	0	0	0	0	16
Number of students with a substantial reading deficiency	3	22	33	30	0	17	0	0	0	0	0	0	0	105

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	1	2	16	0	1	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	2	1	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Thursday 9/2/2021

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

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	0	10	14	15	0	0	0	0	0	0	0	41

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	2	1	16	1	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	1	2	1	0	0	0	0	0	0	0	4

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

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	0	10	14	15	0	0	0	0	0	0	0	41

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	2	1	16	1	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	1	2	1	0	0	0	0	0	0	0	4

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				45%	52%	57%	45%	52%	56%
ELA Learning Gains				55%	55%	58%	49%	52%	55%
ELA Lowest 25th Percentile				43%	50%	53%	59%	46%	48%
Math Achievement				43%	54%	63%	54%	55%	62%
Math Learning Gains				51%	57%	62%	60%	57%	59%
Math Lowest 25th Percentile				46%	46%	51%	51%	44%	47%
Science Achievement				43%	50%	53%	57%	51%	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	44%	52%	-8%	58%	-14%
Cohort Comparison						
04	2021					
	2019	49%	55%	-6%	58%	-9%
Cohort Comparison		-44%				
05	2021					
	2019	40%	54%	-14%	56%	-16%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	39%	54%	-15%	62%	-23%
Cohort Comparison						
04	2021					
	2019	44%	57%	-13%	64%	-20%
Cohort Comparison		-39%				
05	2021					
	2019	41%	54%	-13%	60%	-19%
Cohort Comparison		-44%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	43%	51%	-8%	53%	-10%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Using the iReady data from 3 different assessment points during the 2020-21 school year for ELA and Math performance; District Baseline test for 5th grade and District Mid-year for 5th grade; NGSSS was the assessment measure for the Spring of 2021

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	18	38	56
	Economically Disadvantaged	18	38	56
	Students With Disabilities	8	17	42
	English Language Learners	6	11	36
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12	12	35
	Economically Disadvantaged	12	12	35
	Students With Disabilities	6	12	47
	English Language Learners	7	10	43

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23	35	48
	Economically Disadvantaged	23	35	48
	Students With Disabilities	14	22	38
	English Language Learners	11	23	40
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11	25	41
	Economically Disadvantaged	11	25	41
	Students With Disabilities	6	6	24
	English Language Learners	7	12	27
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34	40	51
	Economically Disadvantaged	34	40	51
	Students With Disabilities	8	19	32
	English Language Learners	15	28	42
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12	22	42
	Economically Disadvantaged	12	22	42
	Students With Disabilities	5	9	14
	English Language Learners	9	20	37

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23	31	36
	Economically Disadvantaged	23	31	36
	Students With Disabilities	16	28	35
	English Language Learners	9	23	38
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19	31	50
	Economically Disadvantaged	19	31	50
	Students With Disabilities	0	30	40
	English Language Learners	16	26	45
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35	34	50
	Economically Disadvantaged	35	34	50
	Students With Disabilities	27	32	48
	English Language Learners	31	36	46
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20	33	62
	Economically Disadvantaged	20	33	62
	Students With Disabilities	12	24	24
	English Language Learners	18	34	55
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	53	55	50
	Economically Disadvantaged	53	55	50
	Students With Disabilities	33	36	39
	English Language Learners	29	34	39

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	33	38	37	72		20				
ELL	30	43	42	39	78	79	29				
BLK	29			53							
HSP	38	53	42	42	78	76	45				
WHT	53	52	30	57	80	64	58				
FRL	40	50	33	47	77	71	45				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	32	25	14	30	40	13				
ELL	23	44	52	30	38	44	16				
BLK	38	53		38	47						
HSP	38	51	44	39	47	50	34				
WHT	53	60	38	47	54	46	50				
FRL	39	51	45	38	45	45	36				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	68	71	29	57	46					
ELL	23	74	81	43	72	67	48				
BLK	52	43		43	43						
HSP	35	62	70	49	66	66	48				
MUL	30			55	60						
WHT	53	42	47	60	58	32	64				
FRL	38	48	60	49	58	53	51				

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	54
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	41
Total Points Earned for the Federal Index	431
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
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	48
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	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
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%	
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	
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	56
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	50
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?

We have seen trends for lower performance in ELA, Math and Science for all grades analyzed (grades 1-5) for ESSA Subgroups of Economically Disadvantaged students, Students With Disabilities, as well as English Language Learner students.

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

Students With Disabilities performance: In 2019 ELA Achievement for FSA (3 and Above) was 19 percent; Math Achievement was 14, and Science Achievement was 13 percent.

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

Authorized 5 ESE VE Resource teacher units; half of the year we had one vacancy; the second half of the year we had two vacancies that were not filled. This increased the caseload for the VE teachers to levels that were less than optimum for academic success in all curricular areas. The progress monitoring during PLCs, data chats, test performance disaggregation has focused specifically on all students including Bottom Quartile, ESE and ELL students. ESE/VE teachers are part of all data meetings and coaching sessions on site.

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

Based on the FSA performance of the overall gains for Math went from 51% (in 2019) to 80% (in 2021) which is a 29 point increase; the Bottom Quartile Gains for Math increased from 46% (in 2019) to 71% (in 2021) a 25 point increase.

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

Focused coaching by our grade levels teams in PLCs 2X per month; spiraling review and tests to keep standards continually monitored lead by our Math Coach.

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

Continued focus on Coaching by our Reading Coach and Math Coach; use of data to make decisions for improving students level of performance in all curricular areas in ELA, Math and Science. The lengthening of planning for all grade levels and curricular areas as a focused school planning will continue to provide opportunities for teachers to backwards plan for academic success. Also our Instructional Priorities which are focusing on Questioning and Discussion will provide opportunities for more robust instruction.

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.

As mentioned above - we are using our on-site PD for a book study as well as initial fidelity checks to see the use of questions and discussion as well as the quality of questioning and discussion. We are using our coaches as well as a former mentor to provide modelling, PD and implementation of more effective questioning and discussion techniques which will increase student achievement. These teachers that participate in our PD will become model classrooms to show that these strategies are indeed successful and effective.

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

Provide refresher PD on Questioning and Discussion during our pre-planning for the 2022-23 school year; use fidelity and environmental walkthroughs as a way to monitor and ensure more effective instructional techniques are used and the effect of this PD on student achievement as measured by state assessments in the spring of 2022.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	<p>Our ELA performance as measured by FSA in 2021 is as follows: ELA proficiency for our ESE students 22% ELA gains for our ESE students is 33% ELA BQ gains for ESE is 38%</p> <p>Our Math performance as measured by FSA in 2021 is as follows: Math proficiency for our ESE students 37%</p> <p>Our scores should be indicative of the focused instruction, using data as the measure of successes and areas of growth for ELA for all 3 categories for School Grade; and for the proficiency as measured by Math FSA.</p>
Measurable Outcome:	<p>Our ELA performance for success as measured by FSA in the Spring of 2022 targets are as follows: ELA proficiency for our ESE students 45% ELA gains for our ESE students is 45% ELA BQ gains for ESE is 45%</p> <p>Our Math performance as measured by FSA in the spring of 2022 target is as follows: Math proficiency for our ESE students 45%</p>
Monitoring:	<p>Monitoring the success levels for Students with Disabilities for all of our formative assessments which include, Math Monthlies, PMAs, & iReady performance for both and ELA and Math.</p> <p>Weekly coaching sessions before school - supported by content area coaches Weekly planning on Tuesdays after school - supported by content area coaches. Administrative walkthroughs bi-weekly iReady Reading progress monitored and analyzed monthly Progress Monitoring Assessments (PMAs) given and analyzed as given according to the calendar</p> <p>Math Monthlies given and analyzed according to the calendar. They will be monitored by our Assistant Principal as well as our academic coaches the week of any of our progress monitoring assessments, and then disaggregated by each grade level team in coaching sessions and PLCs. This includes our ESE/VE teachers - monitoring our strengths and areas and opportunities for improvement.</p>
Person responsible for monitoring outcome:	<p>Kristin Willis (kristin.willis@hcps.net)</p>
Evidence-based Strategy:	<p>Teacher clarity with a Hattie effect of .75. All members of the instructional community - which include our Reading Coach, the individual classroom teachers, as well as the Administrative team understand and be clear on: what is being learned, standard alignment with the lesson, how performance will be measured.</p> <p>Feedback has a Hattie effect of .70. Teachers should be given targeted and specific feedback about how to improve instruction as a whole, small groups and individual students receiving Tier 3 support.</p>
Rationale for	<p>Teacher clarity - students knowing what their learning target is or learning objective, then they know the purpose and outcome needed for success.</p>

Feedback - Student success in all curricular areas - including the ELA and Math focus for our school, provides a clear path for teachers and students of what standards and skills need to be mastered, what level they are working toward and how to reach the goals set by teacher and/or the student.

Evidence-based Strategy:

Coaching as a High Quality Professional Development. Using our Academic coaches as leaders of instruction and academic achievement, they provide teachers with implementing of students understanding high level of academic expectations - all students are clear of the academic expectations, how they will learn and what they will learn, they are on a clear path to understanding success and understanding what they need to work on if they struggle in an area of misunderstanding.

Action Steps to Implement

Retain and provide support needed for our Reading Coach and Math Coach to stay at Bailey. They will continue to meet with our ESE Resource teachers embedded in her planning sessions to meet the needs of our ESE students in 3rd 4th and 5th grade. They will continue to plan for before school coaching as well as being the facilitator of after school planning and PLCs. This is a concentrated effort to blend standards, instruction, student performance as well as data analysis to indicate areas of strength and areas of growth opportunities. Student data will be collected by iReady performance and Progress Monitoring Assessments (PMAs), teacher made assessments as well as district created assessments. Planning for academic success, data disaggregation, and planning for re-teach and identifying academic successes AND continue to provide opportunities for our ESE students to keep content fresh by spiraling review and instruction on a daily basis.

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

The ordering, inventorying, and management of all Math materials K-5. for Envision ; ordering and maintaining the ELA program and materials for Wonders. Ensuring that all teachers have the necessary materials for successful Math and ELA instruction;

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

#2. Instructional Practice specifically relating to ELA

Area of Focus	Our ELA performance as measured by FSA is as follows: ELA proficiency for ELA 45%
Description	ELA gains 54%
and	ELA BQ is 40%
Rationale:	Our scores should be indicative of the focused instruction, using data as the measure of successes and areas of growth for ELA for all 3 categories for School Grade.
Measurable Outcome:	55% Proficiency ELA overall (3rd, 4th, 5th) 60% Gains for ELA overall (retained 3rd graders, 4th and 5th graders) 50% Gains for BQ (retained 3rd graders, 4th and 5th graders)
Monitoring:	Weekly coaching sessions before school - supported by content area coaches Weekly planning on Tuesdays after school - supported by content area coaches. Administrative walkthroughs bi-weekly iReady Reading progress monitored and analyzed monthly Progress Monitoring Assessments (PMAs) given and analyzed as given according to the calendar
Person responsible for monitoring outcome:	Scott Valdez (scott.valdez@hcps.net)
Evidence-based Strategy:	Teacher clarity with a Hattie effect of .75. All members of the instructional community - which include our Reading Coach, the individual classroom teachers, as well as the Administrative team understand and be clear on: what is being learned, standard alignment with the lesson, how performance will be measured. Feedback has a Hattie effect of .70. Teachers should be given targeted and specific feedback about how to improve instruction as a whole, small groups and individual students receiving Tier 3 support.
Rationale for Evidence-based Strategy:	Teacher clarity - students knowing what their learning target is or learning objective, then they know the purpose and outcome needed for success. Feedback - Student success in all curricular areas - including the ELA focus for our school, provides a clear path for teachers and students of what standards and skills need to be mastered, what level they are working toward and how to reach the goals set by teacher and/or the student.

Action Steps to Implement

Retain and provide support needed for our Reading Coach to stay at Bailey. She will continue to plan for before school coaching as well as being the facilitator of after school planning and PLCs. This is a concentrated effort to blend standards, instruction, student performance as well as data analysis to indicate areas of strength and areas of growth opportunities. Student data will be collected by iReady performance and Progress Monitoring Assessments (PMAs), teacher made assessments as well as district created assessments.

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

The ordering, inventorying, and management of all ELA materials K-5. Wonders. Ensuring that all teachers have the necessary materials for successful ELA instruction.

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

The monitoring and maintaining of all technological support, which includes Smart Boards, laptops and district maintained technology. This will support the technology needed for programs, assessment and instructional support needed for student ELA success.

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

#3. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:	<p>Our ELA performance as measured by FSA in 2019 was follows: ELA proficiency for our ELL students was 23%</p> <p>Our Math performance as measured by FSA in 2019 was: Math proficiency for our ELL students was 30%</p> <p>Our scores should be indicative of the focused instruction, using data as the measure of successes and areas of growth for ELA for proficiency for School Grade; and for the proficiency as measured by Math FSA.</p>
	<p>Our ELA performance for success as measured by FSA in the Spring of 2022 targets are as follows: ELA proficiency for our ELL students 45%</p>
Measurable Outcome:	<p>Our Math performance as measured by FSA in the spring of 2022 target is as follows: Math proficiency for our ELL students 45%</p>
Monitoring:	<p>Monitoring the success levels for English Language Learners for all of our formative assessments which include, Math Monthlies, PMAs, & iReady performance for both and ELA and Math.</p> <p>Weekly coaching sessions before school - supported by content area coaches, ELL Resource teacher and Migrant Advocate teacher.</p> <p>Weekly planning on Tuesdays after school - supported by content area coaches, ELL Resource teacher and Migrant Advocate teacher.</p> <p>Administrative walkthroughs bi-weekly</p> <p>iReady Reading progress monitored and analyzed monthly</p> <p>Progress Monitoring Assessments (PMAs) given and analyzed as given according to the calendar</p> <p>Math Monthlies given and analyzed according to the calendar.</p> <p>They will be monitored by our Assistant Principal as well as our academic coaches the week of any of our progress monitoring assessments, and then disaggregated by each grade level team in coaching sessions and PLCs. This includes our ELL Resource teacher and our Migrant Advocate teachers - monitoring our strengths and areas and opportunities for improvement.</p>
Person responsible for monitoring outcome:	<p>Scott Valdez (scott.valdez@hcps.net)</p>
Evidence-based Strategy:	<p>Teacher clarity with a Hattie effect of .75. All members of the instructional community - which include our Reading Coach, the individual classroom teachers, as well as the Administrative team understand and be clear on: what is being learned, standard alignment with the lesson, how performance will be measured.</p> <p>Feedback has a Hattie effect of .70. Teachers should be given targeted and specific feedback about how to improve instruction as a whole, small groups and individual students receiving Tier 3 support.</p>
Rationale for	<p>Teacher clarity - students knowing what their learning target is or learning objective, then they know the purpose and outcome needed for success.</p>

Evidence-based Strategy:

Feedback - Student success in all curricular areas - including the ELA and Math focus for our school, provides a clear path for teachers and students of what standards and skills need to be mastered, what level they are working toward and how to reach the goals set by teacher and/or the student.

Coaching as a High Quality Professional Development. Using our Academic coaches as leaders of instruction and academic achievement, they provide teachers with implementing of students understanding high level of academic expectations - all students are clear of the academic expectations, how they will learn and what they will learn, they are on a clear path to understanding success and understanding what they need to work on if they struggle in an area of misunderstanding.

Action Steps to Implement

Retain/provide support needed for our ELL Resource teacher, Migrant Advocate teacher, our Reading Coach and Math Coach to stay at Bailey. They will meet with ELL Resource teacher embedded in planning sessions to meet the needs of our ELL students in 3rd 4th and 5th grade. They will continue to plan for before school coaching as well as being the facilitator of after school planning and PLCs. This is a concentrated effort to blend standards, instruction, student performance as well as data analysis to indicate areas of strength and areas of growth opportunities. Student data will be collected by iReady performance and Progress Monitoring Assessments (PMAs), teacher made assessments as well as district created assessments.

Planning for academic success, data disaggregation, and planning for re-teach and identifying academic successes AND continue to provide opportunities for ELL students to keep content fresh by spiraling review and instruction on a daily basis.

Person Responsible Scott Valdez (scott.valdez@hcps.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.

We are ranked #202 out of 1395, in the DARK green area which indicates we are continuing to support progressive discipline and calm re-entry back into class as a way of work. When students are allowed to learn calming techniques as well as thinking through challenging situations, with support from parents, our Student Services team and all of the Bailey School family we will continue to repeat this success. We are ranked # 1 in our county in Property Incidents as well as Drug/Public order Incidents. This all contributes to a culture of success for teachers and students; Academic Achievement is our primary goal; during a Covid 19 year our school gained 64 points on our school grade and improved from a "C" rating to a "B".

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.

High levels of school culture which are measured by our AsQi survey in the Spring of 2021 as well as the visible and performance demonstrated by our students in the Spring of 2021 on FSA and NGSSS assessments. We have a strong PTA, minimal union issues, high rates of High Quality Teacher Retention. Teachers WANT to teach here, students want to learn here. Our school grade raised from a "C" to a "B", we have a high level of Choiced in students which includes 9 former and current School level and District level administrators who - by word of mouth - know this is the place they want their family educated. We are ranked #1 in 2 different discipline categories for the District. This indicates kids are safe; performance data indicates that we have high expectations for all teachers and students.

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

PTA - parent and teachers working together to promote a positive environment;

Business partners with First Baptist Dover helps supply our kids a clothing closet;

Trendsetters school which provide our neighboring High School with Mentoring opportunities for our kids in a Big Brother/Big Sister approach. This program encourages students to become academic achievers.

Our use of Social Media supports getting information and requests for assistance for our students; response levels are high and getting the students what they need is provided through the use of FB and Twitter.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	\$0.00
Total:			\$0.00