Ballast Point Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

Ballast Point Elementary School

2802 W BALLAST POINT BLVD, Tampa, FL 33611

[no web address on file]

Demographics

Principal: Ann Marie Russo Gonzalez

Start Date for this Principal: 1/19/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	25%
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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (65%) 2017-18: A (63%) 2016-17: A (62%)
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.

Table of Contents

Ballast Point Elementary School

2802 W BALLAST POINT BLVD, Tampa, FL 33611

[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 PK-5	No	24%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

School Grades History

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

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 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.

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

Provide the school's vision statement.

Preparing Students for Life

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Hastings, Beth	Principal	Principal
King, Telia	Teacher, K-12	SAC Chair

Demographic Information

Principal start date
Tuesday 1/19/2016, Ann Marie Russo Gonzalez

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
4

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
35

Total number of students enrolled at the school
461

Identify the number of instructional staff who left the school during the 2020-21 school year.
1

Identify the number of instructional staff who joined the school during the 2021-22 school year.
1

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	68	78	75	80	76	67	0	0	0	0	0	0	0	444
Attendance below 90 percent	1	3	3	3	2	7	0	0	0	0	0	0	0	19
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
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	4	6	7	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA Math assessment	0	0	0	11	4	7	0	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency	0	5	13	12	3	4	0	0	0	0	0	0	0	37

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	1	1	0	3	0	0	0	0	0	0	0	5

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	5	1	3	1	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Sunday 8/29/2021

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	78	71	86	91	74	66	0	0	0	0	0	0	0	466
Attendance below 90 percent	3	5	2	3	9	6	0	0	0	0	0	0	0	28
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	3	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	8	0	0	0	0	0	0	0	11
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

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	78	71	86	91	74	66	0	0	0	0	0	0	0	466
Attendance below 90 percent	3	5	2	3	9	6	0	0	0	0	0	0	0	28
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	3	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	8	0	0	0	0	0	0	0	11
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

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				73%	52%	57%	75%	52%	56%
ELA Learning Gains				68%	55%	58%	58%	52%	55%
ELA Lowest 25th Percentile				31%	50%	53%	42%	46%	48%
Math Achievement				74%	54%	63%	76%	55%	62%
Math Learning Gains				77%	57%	62%	72%	57%	59%
Math Lowest 25th Percentile				61%	46%	51%	45%	44%	47%
Science Achievement				73%	50%	53%	70%	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	69%	52%	17%	58%	11%
Cohort Comparison						
04	2021					
	2019	80%	55%	25%	58%	22%
Cohort Comparison		-69%				
05	2021					
	2019	69%	54%	15%	56%	13%
Cohort Comparison		-80%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	62%	54%	8%	62%	0%
Cohort Comparison						
04	2021					
	2019	84%	57%	27%	64%	20%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-62%				
05	2021					
	2019	75%	54%	21%	60%	15%
Cohort Comparison		-84%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	71%	51%	20%	53%	18%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

ELA - iReady Diagnostics Fall, Winter, Spring
Mathematics - iReady Diagnostics Fall, Winter, Spring
Science - District Formative Assessments -

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	42	62	77
	Economically Disadvantaged	41	62	77
	Students With Disabilities	15	50	54
	English Language Learners	14	50	75
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	27	56	77
	Economically Disadvantaged	26	55	77
	Students With Disabilities	18	33	69
	English Language Learners	14	50	50

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	57	74	86
	Economically Disadvantaged	58	73	85
	Students With Disabilities	39	42	58
	English Language Learners	50	25	60
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	37	64	78
	Economically Disadvantaged	38	63	78
	Students With Disabilities	33	47	63
	English Language Learners	50	50	60

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	77	88	92
	Economically Disadvantaged	78	86	92
	Students With Disabilities	71	93	93
	English Language Learners	50	20	20
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	38	59	75
	Economically Disadvantaged	38	56	75
	Students With Disabilities	36	50	71
	English Language Learners	50	20	20

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	62	75	87
	Economically Disadvantaged	61	75	88
	Students With Disabilities	47	67	81
	English Language Learners	0	60	60
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	39	56	76
	Economically Disadvantaged	39	55	75
	Students With Disabilities	27	40	56
	English Language Learners	25	60	60

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52	58	53
	Economically Disadvantaged	52	58	53
	Students With Disabilities	13	7	20
	English Language Learners	0	25	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28	33	53
	Economically Disadvantaged	28	33	53
	Students With Disabilities	0	13	33
	English Language Learners	0	25	25
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	61	50	
	Economically Disadvantaged	50	50	
	Students With Disabilities	40	33	
	English Language Learners	33	0	

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	58	33		54	40		36				
ELL											
BLK	33			33							
HSP	67	30		62	55		33				
MUL	81			81							
WHT	81	56		77	41		66				
FRL	49	28	40	42	23		16				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	33	50	38	35	54	47	44				
BLK	24	20		35	50						
HSP	51	55		60	72	58	61				
MUL	79	79		83	86						
WHT	87	77	46	83	81	70	86				
FRL	47	43	20	54	64	44	56				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	30	29	33	45	43	33	36				
BLK	27			25							
HSP	72	67	50	67	57		63				
MUL	80	55		75	64						
WHT	81	57	43	87	85	67	79				
FRL	64	55	50	62	68	44	55				

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	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	73
Total Points Earned for the Federal Index	438
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	73
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	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	49
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	81
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	64
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	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Based on the 2020-21 progress monitoring data and the 2019 state assessment data our lowest-performing groups are our Students with Disabilities and English Language Learners in both ELA and Mathematics. This includes learning gains for SWD's, ELL's, and ESSA (black) subgroups. For 2020-21 progress monitoring data, Mathematics proficiency scores were 9% (average) lower than ELA. 5th Grade Science progress monitoring data also showed a decline from Fall to Winter.

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

Based on the 2020-21 progress monitoring data, our greatest need for improvement is ELA and Mathematics achievement and learning gains for our SWD's, ELL's, and ESSA (black) subgroups. Mathematics and Science proficiency scores will also be a focus for all students. Based on the 2019 state assessments, our greatest need for improvement is our ELA bottom quartile Learning Gains, which was an 11% drop from 2018. The writing scores were also low for this group of students which contributed to the lower ELA scores.

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

Based on our 2020-21 progress monitoring data and the 2019 state assessment data, it was determined that attendance was a large factor with content area and subgroup deficits. COVID and eLearning issues (2020-21) contributed to a significant number of absences, as well as tardies, and early sign-outs, resulting in instructional time lost for our bottom quartile students and targeted subgroups. All stakeholders have been trained in providing Acceleration within instruction to address unfinished learning and to ensure students are exposed to on-level content. Additionally, ESE students lacked exposure to on-level content due to an excessive amount of remedial support provided. A new Attendance Plan and incentives have been developed for the 2021-22 school year to

help address attendance concerns. ESY and ELP funds will be used to address unfinshed learning with our targeted subgroups as well as any other students needing support.

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

Based on our 2020-21 progress monitoring data, students showed the most growth in mathematics achievement and gains. Based on the 2019 data, students showed the most growth in mathematics achievement and gains, including our bottom quartile students.

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

For both the 2019-20 and the 2020-21 school years, the staff focused on unpacking the standards for teacher/student clarity. Teachers provided intensive guided instructional groups based on students' needs. Math Monthlies were used to determine gaps in learning. Students were provided opportunities to review their own data and goal set with teachers and Administration. Identified students participated in I-Ready Club before and after school and ELP (Extended Learning Program) prior to the FSA window. Teachers were provided professional development and support from iReady.

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

Teacher champions were provided extensive training regarding acceleration during the summer and presented to the faculty during Professional Study Day. Teachers will participate in professional development throughout the school year in all content areas and will utilize district-created instructional guides to incorporate acceleration in their daily lessons as needed. PLC's will be increased to twice a month by grade levels to analyze data and create action plans. Data Chats will be conducted quarterly with all grade levels to analyze data and identify areas of growth and areas needing more support. Classroom walkthroughs will be increased as well as teacher feedback. Administration will identify trends from walkthroughs and observations.

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.

Teacher champions will provide drop-in times throughout the year to support teachers with acceleration. Administration will arrange for Learning Walks for teachers to observe best practices with acceleration. Teachers will be encouraged to attend professional development in acceleration throughout the school year. Administration will also attend professional development to learn ways to support teachers and students with acceleration. Administration and teachers will utilize the support of our math and science DRTs to help with acceleration.

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

Our new Attendance Plan with incentives has already been put into place to address attendance concerns. We are working closely with our math and science DRTs for support. Required assessments and chosen optional assessments (provided by the district) will be administered and used for progress monitoring throughout the year. We will continue with our iReady Schoolwide Incentive program (iReady Challenge) to ensure all students are utilizing the program. We have implemented PLC's twice a month to provide time for teachers to analyze data and strategize to meet the needs of all students. ELP and ESY will support acceleration beyond school hours.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale:	We are currently labeled a TS&I school based on our Black students Federal Percent Index from 2019 - Data showed that our Black subgroup was 32%.
Measurable Outcome:	Our goal is to increase student achievement in our Black Subgroup by 20%.
Monitoring:	1. Administration will meet with each Bottom Quartile/Black subgroup family to ensure they understand the importance of their child's current academic progress. 2. Grade level PLC meetings bi-weekly to discuss student progress and plan for additional interventions. 3. Provide professional development for staff in the content areas and acceleration 4. Non-Evaluative Walkthroughs with Feedback and Fidelity Checks 5. I-Ready Club for students 6. ELP and ESY - beginning 2nd Nine Weeks 7. Attendance Plan and incentives 8. Acceleration in all classrooms
Person responsible for monitoring outcome:	Beth Hastings (beth.hastings@hcps.net)
Evidence-based Strategy:	1. iReady Club 2. Acceleration 3. ELP/ESY 4. PLC's 5. Learning Walks 6. Walkthroughs, Feedback, Fidelity Checks 7. Students conferences and goal-setting
Rationale for Evidence-based Strategy:	1. I-Ready - students will be invited to I-Ready Club based on previous years FSA scores and current I-Ready Diagnostic 2. Acceleration will be utilized in all classrooms to address unfinished learning 3. ELP and ESY - will begin during the 2nd nine weeks with a focus on our students in the bottom quartile and subgroups and acceleration 4. PLC's will increase to twice a month where teachers will focus on assessments and progress monitoring 5. Learning Walks will be used as PD so teachers can learn from one another 6. Walkthroughs, feedback, and fidelity checks will increase to ensure acceleration is taking place in all classrooms and to address instructional concerns 7. Identified students will work with teachers and administration to review data and goal-set.

Action Steps to Implement

1. iReady Club - Administration
2. Acceleration - All instructional staff
3. ELP/ESY - Instructional staff/Administration
4. PLC's - PLC Facilitators and Admimistration
5. Learning Walks - Teacher Leaders and Administration
6. Walkthroughs, Feedback, Fidelity Checks - Administration
7. Students conferences and goal-setting - Teachers and Administration

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

#2. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Based on the 2019-2020 and 2020-2021 school years, students with the most unfinished learning had significant attendance issues with absences, tardies, and/or early sign-outs.
Measurable Outcome:	Students identified with attendance concerns will increase their attendance to 90% in four weeks.
Monitoring:	A new attendance plan has been developed and implemented this school year. Teachers, Social Worker, DP Clerk, and Administrators will collaborate, closely monitor all students' attendance, and conference with families to determine root causes and ways to support.
Person responsible for monitoring outcome:	Beth Hastings (beth.hastings@hcps.net)
Evidence-based Strategy:	A new attendance plan has been developed and implemented this school year. Teachers, Social Worker, DP Clerk, and Administrators will collaborate, closely monitor all students' attendance, and conference with families to determine root causes and ways to support.
Rationale for Evidence-based Strategy:	A new attendance plan has been developed and implemented this school year. Teachers, Social Worker, DP Clerk, and Administrators will collaborate, closely monitor all students' attendance, and conference with families to determine root causes and ways to support.

Action Steps to Implement

Attendance is monitored weekly by the school social worker, teachers are the first line of communication when students begin to have excessive absences. If excessive absences continue, administration will set up meetings with families to problem solve and find solutions.

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

Beat the Bell incentive program - Random mornings the School Social Worker will spin a wheel for the winning class for on-time attendance. Variety of incentives are available for winning classes.

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

#3. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale:	Student gains is a critical need in ELA and mathematics for our ESE subgroup and bottom quartile group
Measurable Outcome:	Learning gains will increase to 50% or higher for ELA and Mathematics for the 2022 FSA.
Monitoring:	1. Grade level PLC meetings bi-weekly to discuss student progress and plan for additional interventions. 2. Provide professional development for staff in the content areas and acceleration 3. Non-Evaluative Walkthroughs with Feedback and Fidelity Checks 4. I-Ready Club for students 5. ELP and ESY - beginning 2nd Nine Weeks 6. Attendance Plan and incentives 7. Acceleration in all classrooms
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	1. iReady Club 2. Acceleration 3. ELP/ESY 4. PLC's 5. Learning Walks 6. Walkthroughs, Feedback, Fidelity Checks 7. Students conferences and goal-setting
Rationale for Evidence-based Strategy:	1. iReady Club 2. Acceleration 3. ELP/ESY 4. PLC's 5. Learning Walks 6. Walkthroughs, Feedback, Fidelity Checks 7. Students conferences and goal-setting

Action Steps to Implement

1. iReady Club - Administration
2. Acceleration - All instructional staff
3. ELP/ESY - Instructional staff/Administration
4. PLC's - PLC Facilitators and Administration
5. Learning Walks - Teacher Leaders and Administration
6. Walkthroughs, Feedback, Fidelity Checks - Administration
7. Students conferences and goal-setting - Teachers and Administration

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

Additional Schoolwide Improvement Priorities

Using the 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.

Restorative Practices will be incorporated schoolwide for the 2021-22 school year. Individual Behavior Plans are developed for students needing additional support. Student Supervision Plans are developed for students needing additional support. Functional Behavior Plans are developed for students needing additional support. Paraprofessionals are paired with students needing additional support.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Ballast Point has multiple ways to reach out and involve all stakeholders:
*Chats with the Principal (one per grade level)
*Mentoring with Peter J. Mulry Foundation & Truist Bank
*Monthly newsletters (Administration)
*Weekly emails (Administration)
*Weekly newsletters (Teachers)
*Service Learning Projects
*Fishing for Kindness initiative
*Highly-involved PTA
*Business Partners providing student incentives/services
*Student Service Lunch Bunches with students
*Administration Lunch Bunches with students
*Restorative Practices
*Vincent Jackson Foundation
*elementary Student-to-Student Initiative

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

*Chats with the Principal (one per grade level) - Administration
*Mentoring with Peter J. Mulry Foundation & Truist Bank - Administration
*Monthly newsletters (Administration) - Administration
*Weekly emails (Administration) - Administration

*Weekly newsletters (Teachers) - Instructional Staff
*Service Learning Projects - Student Services
*Fishing for Kindness initiative - Instructional Staff/Administration
*Highly-involved PTA - Instructional Staff/Administration
*Highly-involved Dads' Club - PTA/Administration
*Business Partners providing student incentives/services - PTA/Administration
*Student Service Lunch Bunches with students - Student Services
*Administration Lunch Bunches with students - Administration
*Restorative Practices - All staff
*Vincent Jackson Foundation Salute to Reading - Administration
*elementary Student-to-Student Initiative - Administration/Student Services/Military Liaison

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American	$0.00
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	$0.00
		Total:	**$0.00**