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Bevis Elementary School

5720 OSPREY RIDGE DR, Lithia, FL 33547

[no web address on file]

Demographics

Principal: Rebecca Thoms

Start Date for this Principal: 7/17/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	18%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (79%) 2017-18: A (79%) 2016-17: A (87%)
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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Bevis Elementary School

5720 OSPREY RIDGE DR, Lithia, FL 33547

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">15%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">37%</p>

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Thoms, Rebecca	Principal	<p>As Principal, Ms. Thoms initiates the discussions for focus during each ILT meeting. As one of the administration representatives, she focuses the conversation on best practices, action steps of the school improvement plan, data analysis from formative assessments and professional development.</p> <p>During our ILT meetings, the members discuss school wide procedures and implementation. Our duties include bringing grade level data and student work samples for analysis and discussion.</p> <p>There is a representative from each grade level, and they are tasked with returning to their grade level PLC meetings to continue the conversation and bring back clarifying questions.</p> <p>As we discuss learning ladders and growth, evidence is obtained for monitoring.</p>
MacDonald, Circe	Teacher, K-12	<p>SAC chair and Gifted Teacher. Responsibilities include evaluating student work and keeping the leadership team aware of action steps from the School Improvement Plan.</p>
Crosson, Leigh	Teacher, K-12	<p>Grade 5 representative (Math/Science teacher). Responsible for student work evaluation, returning to their grade level PLC meetings to continue the conversation and bring back clarifying questions.</p>
Dasta, Kristin	Teacher, K-12	<p>Grade 4 representative (Self-contained - all content teacher). Responsible for student work evaluation, returning to their grade level PLC meetings to continue the conversation and bring back clarifying questions.</p>
Johnston, Erin	Teacher, K-12	<p>Grade 3 representative (Self-contained/all content teacher). Responsible for student work evaluation, returning to their grade level PLC meetings to continue the conversation and bring back clarifying questions.</p>
Flagg, Neal	Teacher, K-12	<p>Grade 2 representative (ELA teacher). Responsible for student work evaluation, returning to their grade level PLC meetings to continue the conversation and bring back clarifying questions.</p>
Boudreau, Charlena	Assistant Principal	<p>Assistant Principal. Responsibilities include school wide data collection and analysis. Leads discussion best practices, focusing instructional practices, ELP opportunities.</p>
Gaffney, Kellie	Teacher, K-12	<p>Grade 1 representative (Self-contained/all content teacher). Responsible for student work evaluation, returning to their grade level PLC meetings to continue the conversation and bring back clarifying questions.</p>

Name	Position Title	Job Duties and Responsibilities
D'amico, Maria	Teacher, K-12	Kindergarten representative (Self-contained/all content teacher). Responsible for student work evaluation, returning to their grade level PLC meetings to continue the conversation and bring back clarifying questions.
Batchelder, Michele	Teacher, K-12	ESE representative (Self-contained/all content teacher). Responsible for student work evaluation, returning to their grade level PLC meetings to continue the conversation and bring back clarifying questions. Focus on maintaining instructional opportunities for students of all levels within the RtI process.
France, Catherine	School Counselor	Guidance representative. Responsible for student work evaluation, returning to their grade level PLC meetings to continue the conversation and bring back clarifying questions. Assures focus on 504/AGP/IEP and social-emotional well being of students is highlighted throughout our meetings.

Demographic Information

Principal start date

Tuesday 7/17/2018, Rebecca Thoms

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

8

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.*

10

Total number of teacher positions allocated to the school

56

Total number of students enrolled at the school

865

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

4

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	112	145	121	163	159	164	0	0	0	0	0	0	0	864
Attendance below 90 percent	24	12	8	10	15	15	0	0	0	0	0	0	0	84
One or more suspensions	0	0	1	0	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	0	6	6	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	6	7	0	0	0	0	0	0	0	13
Number of students with a substantial reading deficiency	5	33	24	12	5	8	0	0	0	0	0	0	0	87

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

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

The number of students identified as retainees:

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

Wednesday 11/10/2021

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	114	116	138	152	150	168	0	0	0	0	0	0	0	838
Attendance below 90 percent	1	5	7	5	7	6	0	0	0	0	0	0	0	31
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	5	0	0	0	0	0	0	0	6

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	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	114	116	138	152	150	168	0	0	0	0	0	0	0	838
Attendance below 90 percent	1	5	7	5	7	6	0	0	0	0	0	0	0	31
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	5	0	0	0	0	0	0	0	6

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	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				88%	52%	57%	88%	52%	56%
ELA Learning Gains				75%	55%	58%	71%	52%	55%
ELA Lowest 25th Percentile				75%	50%	53%	66%	46%	48%
Math Achievement				88%	54%	63%	93%	55%	62%
Math Learning Gains				75%	57%	62%	74%	57%	59%
Math Lowest 25th Percentile				68%	46%	51%	75%	44%	47%
Science Achievement				82%	50%	53%	85%	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	88%	52%	36%	58%	30%
Cohort Comparison						
04	2021					
	2019	91%	55%	36%	58%	33%
Cohort Comparison		-88%				
05	2021					
	2019	84%	54%	30%	56%	28%
Cohort Comparison		-91%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	87%	54%	33%	62%	25%
Cohort Comparison						
04	2021					
	2019	93%	57%	36%	64%	29%
Cohort Comparison		-87%				
05	2021					
	2019	82%	54%	28%	60%	22%
Cohort Comparison		-93%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	82%	51%	31%	53%	29%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Bevis will be utilizing I-Ready diagnostics for progress monitoring for each grade level to obtain seasonal content proficiency percentages for both ELA and mathematics. For science, the baseline assessment was utilized at the beginning of the year.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47	67	84
	Economically Disadvantaged	41	33	65
	Students With Disabilities	48	56	79
	English Language Learners	50	93	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35	62	86
	Economically Disadvantaged	93	95	98
	Students With Disabilities	45	63	83
	English Language Learners	30	75	95
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58	78	85
	Economically Disadvantaged	43	71	69
	Students With Disabilities	65	76	84
	English Language Learners	14	50	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38	69	81
	Economically Disadvantaged	17	54	65
	Students With Disabilities	46	78	86
	English Language Learners	0	30	30

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	85	93	95
	Economically Disadvantaged	82	91	89
	Students With Disabilities	83	92	93
	English Language Learners	51	69	66
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	49	73	90
	Economically Disadvantaged	34	59	80
	Students With Disabilities	67	80	91
	English Language Learners	28	48	68

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	81	84	90
	Economically Disadvantaged	72	70	74
	Students With Disabilities	83	82	90
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	56	71	89
	Economically Disadvantaged	39	43	79
	Students With Disabilities	66	75	88
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	78	84	86
	Economically Disadvantaged	76	77	78
	Students With Disabilities	78	82	85
	English Language Learners	463	100	43
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	54	71	83
	Economically Disadvantaged	47	58	67
	Students With Disabilities	58	74	77
	English Language Learners	80	80	100
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	70	66	79
	Economically Disadvantaged	73	65	79
	Students With Disabilities	70	70	79
	English Language Learners	38	42	79

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	53	52	63	57	57	60	44				
ELL	83	83		83	83		75				
ASN	84			88							
BLK	85			75							
HSP	85	65	55	81	68	36	79				
MUL	92			92							
WHT	88	69	58	91	80	75	80				
FRL	78	68		75	68		75				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	58	56	42	63	59	45	32				
ELL	82			76							

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
ASN	96	88		96	94		100				
BLK	87	90		73	64						
HSP	85	83	79	85	78	73	87				
MUL	96	83		100	83						
WHT	88	71	73	87	73	66	79				
FRL	76	61	69	75	66	53	57				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	56	45	40	70	52	44	59				
ASN	100	94		91	81						
BLK	80			73							
HSP	85	77		92	73	91	73				
MUL	85	58		100	83						
WHT	88	71	70	93	73	73	87				
FRL	82	60	50	80	74	63	71				

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	73
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	583
Total Components for the Federal Index	8
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	55
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	78

English Language Learners	
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	86
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	80
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	67
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	92
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 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	77
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	73
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?

In reviewing comparative school-wide data from 2019 to 2020, a significant increase was observable for SWD (Students with Disabilities) in two distinct categories. First, the percentage in ELA learning gains for the lower quartile in 2019 was 42% and increased to 63% in 2019. Similarly, in 2019, for Students with Disabilities, the percentage of student in math earning learning gains from the lower quartile increased from 45% to 60%.

The SWD subgroup also gained in science, increasing from 32% mastery to 44%.

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

Math Bottom Quartile-Learning gains showed the lowest performance this past year. Lack of continuity of Math resources in (textbook adoptions) across the district could be a contributing factor. In 2018, Bevis was 38% higher than the district in FSA data. In 2019, the difference was 33%. Our I-Ready data for subgroups shows a need in math proficiency in under achieving groups.

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

Lack of continuity of Math resources in (textbook adoptions) across the district could be a contributing factor.

As we move toward the B.E.S.T. standards in math and adopt a new textbook publication, consistency and routines can be maintained. Also, with the district's math department focus on number sense through multiple grades and topics, foundational skills can be spiraled for proficiency and mastery of content.

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

ELA Lowest Quartile improved 9%. ELA teachers implemented standards-based-planning aligned with students needs. Resources implemented for Instructional decision making included, The Common Core Companion: The Standards Decoded (Teacher/Student Talk portion specifically) and Visible Learning for Literacy(Teacher clarity specifically).

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

Bevis regularly monitored student progress by reviewing I-Ready lesson data, I-Ready diagnostic data, and informal assessments. As a result, teachers were able to effectively make instructional

decisions to meet the student's needs. The teachers also attended professional development for enhancing questions and discussion techniques to enhance our instructional practices.

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

Math and Science - use acceleration strategies embedded within current GCG's. Using I-Read prerequisite data to diagnose students and domains requiring acceleration.
Small group in instruction and ELP.

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.

Bevis Elementary will be offering science content professional development for teachers to gain deeper knowledge of their content at above grade level standards. Thus, providing their students with enrichment opportunities and breadth of knowledge for multiple units.

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

Year round ELP will be provided in multiple grades to offer reteaching opportunities for more students. Continual assessment analysis through guidance and administration and grade level PLC's to document students and services utilized to catch unfinished learning.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Student achievement in science will increase as teachers strategically embed science standards into ELA lessons across all grade levels, evident in the percentage of proficiency in 5th grade SSA scores and EOY district science assessments.
Measurable Outcome:	Student achievement will improve by 3% (Students earning a 3 or higher on the 5th grade SSA Assessment).
Monitoring:	ELA and Science teachers will plan lessons that connect science content and reading standards. This will be implemented in both shared reading and small group instruction.
Person responsible for monitoring outcome:	Rebecca Thoms (rebecca.thoms@hcps.net)
Evidence-based Strategy:	•Small group, shared reading and independent reading of science rich informational text during ELA instruction.
Rationale for Evidence-based Strategy:	Differentiated instruction is personalized and can be utilized within small group and ELP settings. Using vocabulary rich text for instruction provides students with context as they are introduced and use accurate terminology.

Action Steps to Implement

- * Differentiated and Student-Centered assessment training for teachers
- * Professional Development on blending science content with ELA standards

Person Responsible Rebecca Thoms (rebecca.thoms@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.

N/A

Part IV: Positive Culture & Environment

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

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

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

School Climate / Culture

Positive rapport between students, faculty, administration and community members is evident throughout Bevis. Each student feels welcome, safe and respected due to the many established programs. Character development is as essential to academic growth in our school culture. The guidance department supports Bevis' commitment to the whole student by meeting regularly with parents, small student groups, and individual students as needed. Each classroom receives monthly lessons on positive character traits, good decision making, problem solving, and conflict resolution. Every student applies for a school leadership position at the conclusion of their 4th grade year. Safety Patrol, Peer Mediators, Media/PE/Homeroom Helpers are all opportunities for 5th graders to make a positive impact as role models for younger students. Morning announcements include "Bucket Fillers" where students are recognized by teachers and peers for demonstrating acts of good character. Each homeroom class selects a "Bronco of the Month" who models a specific character trait. Students are rewarded with a horseshoe car magnet, gifts from local business partners, and their group picture is displayed in the media center. Recognition is also given to students who have participated, or succeeded, in school and local competitions through our weekly newsletter, "The Trailblazer." Our Twitter feed (@HCPSBevis) is another venue for students and families to share in our Bevis accomplishments. Students' academic growth as well as citizenship is rewarded in each classroom and during Bronco Award Assemblies. A Principal's Breakfast is held each academic reporting period to give families an opportunity to celebrate their child's academic successes.

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

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

Our community plays a direct role in the positive culture and environment at Bevis Elementary. Through constant communication between administration, teachers, parents, guidance, social workers, psychologists, nurses, office staff, ESE/AGP, parents are included in the educational life of their children.

Our SAC (School Advisory Committee) is an integral component to the culture of our school being the informational liaison between community and school. Monthly meetings are held with participants (parents, teachers, administration, and business partners) to highlight positive areas and accomplishments as well as discuss opportunities for growth.

The Bevis PTA is a strong influence on our school environment in their many activities, fundraisers, uniform orders, monthly teacher appreciation events, and student recognition (Reflections, Birthday Book Club). Parent Volunteers are plentiful and add to our culture of the whole student as they aid teachers with classroom supplies, activity preparations, and tutoring.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
Total:			\$0.00