

Manatee County Public Schools

Bayshore Elementary School



2022-23 Schoolwide Improvement Plan

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Bayshore Elementary School

6120 26TH ST W, Bradenton, FL 34207

<https://www.manateeschools.net/bayshoreel>

Demographics

Principal: Melinda Lundy

Start Date for this Principal: 7/1/2019

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (51%) 2018-19: C (45%) 2017-18: 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	ATSI

* 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 Manatee County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Bayshore Elementary School

6120 26TH ST W, Bradenton, FL 34207

<https://www.manateeschools.net/bayshoreel>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</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;">73%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C	C	C	C

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<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.

Bayshore Mission Statement: (Student)

Bayshore Elementary School's mission is to prepare each student to be a contributing member of their community and beyond. We will accomplish this through respect of diversity and by fostering a curiosity for learning.

(Staff) Bayshore Elementary School's staff will build on our achievements and model a culture of trust, commitment, and passion for educating and inspiring all students.

(We felt as a staff that we needed our own mission statement so that we are a cohesive unit for our students and that we operate with respect and trust).

Provide the school's vision statement.

Bayshore Vision Statement:

Bayshore Elementary School's vision is to inspire all students to become lifelong learners. We are champions for all kids, each day.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Pletcher, Bernadette	Principal	Lead the school and supervise others in their positions and build capacity of all leaders. As the principal, I am the face of the school. I am the instructional leader of teachers and staff and I set goals and ensure students meet their learning objectives. I oversee the school's day-to-day operations, handle disciplinary matters, manage a budget and hire teachers and other personnel. Additionally, I provide leadership, direction and coordination within the school. My main focus is to develop and maintain effective educational programs at Bayshore Elementary and promote the improvement of teaching and learning within my school.
Kennedy, Ariana	Assistant Principal	As an assistant principal Ms. Kennedy deals with the issues of school management, student activities and services, community relations, personnel, and curriculum instruction. She coordinates with the principal and teachers to assist in defining and enforcing school policies and guidelines for students, staff, and faculty. She is a big part of school-wide discipline and safety at Bayshore Elementary. Ms. Kennedy also oversees our IST/MTSS coordination and testing.

Demographic Information

Principal start date

Monday 7/1/2019, Melinda Lundy

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

2

Total number of teacher positions allocated to the school

56

Total number of students enrolled at the school

693

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

11

Identify the number of instructional staff who joined the school during the 2022-23 school year.

10

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	85	110	93	131	124	103	0	0	0	0	0	0	0	646
Attendance below 90 percent	0	15	36	30	38	40	0	0	0	0	0	0	0	159
One or more suspensions	0	2	12	7	20	21	0	0	0	0	0	0	0	62
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 2022 statewide FSA ELA assessment	0	0	0	18	62	38	0	0	0	0	0	0	0	118
Level 1 on 2022 statewide FSA Math assessment	0	0	0	9	39	40	0	0	0	0	0	0	0	88
Number of students with a substantial reading deficiency	0	9	4	30	6	3	0	0	0	0	0	0	0	52

Using the table above, complete the table below with the number of students by current grade level who have 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	1	0	0	0	0	0	0	0	1

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	18	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Friday 8/26/2022

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	105	104	101	138	101	107	0	0	0	0	0	0	0	656
Attendance below 90 percent	0	2	3	7	4	6	0	0	0	0	0	0	0	22
One or more suspensions	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	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	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	51	41	0	0	0	0	0	0	0	0	92
Level 1 on 2019 statewide FSA Math assessment	0	0	0	37	36	0	0	0	0	0	0	0	0	73
Number of students with a substantial reading deficiency	0	1	5	11	4	3	0	0	0	0	0	0	0	24
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	4	14	15	0	0	0	0	0	0	0	34

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	1	1	22	0	0	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	105	104	101	138	101	107	0	0	0	0	0	0	0	656
Attendance below 90 percent	0	2	3	7	4	6	0	0	0	0	0	0	0	22
One or more suspensions	0	2	0	0	0	0	0	0	0	0	0	0	0	2
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	51	41	0	0	0	0	0	0	0	0	92
Level 1 on 2019 statewide FSA Math assessment	0	0	0	37	36	0	0	0	0	0	0	0	0	73
Number of students with a substantial reading deficiency	0	1	5	11	4	3	0	0	0	0	0	0	0	24
	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	1	0	4	14	15	0	0	0	0	0	0	0	34

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	1	1	22	0	0	0	0	0	0	0	0	0	24
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	39%	55%	56%				35%	52%	57%
ELA Learning Gains	57%						44%	57%	58%
ELA Lowest 25th Percentile	61%						50%	55%	53%
Math Achievement	54%	50%	50%				54%	63%	63%
Math Learning Gains	56%						54%	68%	62%
Math Lowest 25th Percentile	47%						51%	53%	51%
Science Achievement	43%	65%	59%				26%	48%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	34%	51%	-17%	58%	-24%
Cohort Comparison		0%				
04	2022					
	2019	30%	56%	-26%	58%	-28%
Cohort Comparison		-34%				
05	2022					
	2019	33%	52%	-19%	56%	-23%
Cohort Comparison		-30%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	56%	60%	-4%	62%	-6%
Cohort Comparison		0%				
04	2022					
	2019	46%	65%	-19%	64%	-18%
Cohort Comparison		-56%				
05	2022					
	2019	46%	60%	-14%	60%	-14%
Cohort Comparison		-46%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	24%	48%	-24%	53%	-29%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	16	44	50	37	51	40	21				
ELL	28	53	56	45	43	38	26				
BLK	26	50		42	43		23				
HSP	36	57	54	53	51	50	36				
MUL	40	54		48	64						
WHT	53	60		66	73		67				
FRL	38	56	57	52	53	47	44				
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	16	43	57	41	43	47	11				
ELL	30	35	42	51	54	41	19				
BLK	28	43		35	40						
HSP	32	44	56	52	57	50	30				
MUL	36			48							
WHT	49	52		69	57		45				
FRL	30	42	52	53	51	39	30				
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	8	40	57	34	50	46					
ELL	28	43	62	50	56	54	17				
BLK	20	29		24	35						
HSP	30	43	59	54	54	44	19				
MUL	38	36		53	70						
WHT	51	52		65	59		39				
FRL	34	43	49	52	53	50	27				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	50

ESSA Federal Index	
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	44
Total Points Earned for the Federal Index	401
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
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Students With Disabilities	
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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%	0

English Language Learners	
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Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
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Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
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Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
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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%	0

Hispanic Students	
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Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Primary Students have very low phonological awareness skills and vocabulary as well. Poor attendance and excessive absences, tardies and early pick ups affect student test scores negatively.

Inclusion of ESE students in the regular education classroom positively affected ESE student tests scores, however not enough to increase our Federal Index with ESE students. Tutoring and Saturday School sessions positively affected test scores. We also see a drop in 4th grade scores in both Math and ELA. We have district and school specialists working with our 4th grade teachers through collaborative planning of standards aligned tasks as well as formative assessments to strengthen areas of need.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

4th Grade Math scores FSA--Iready data for K-2 in the area of Phonological Awareness.

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

Contributing Factors--K-2 roll out of new BEST Standards Curriculum. Hiring qualified staff in 3rd grade.

New Actions.

Intentional teaching, push in, modeling, support from coaches, district specialists and master teachers. Standards Based Instruction in ELA/Math/Science with aligned tasks and formative assessments.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

5th Grade Science--The addition of WOZed and Highly Qualified staff teaching Science first thing in the morning.

100% learning gains for all Retained 3rd graders

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

WOZed, STEM curriculum, 5th grade departmentalization, Science Acaletics, Science being taught first thing in the morning.

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

Accelerated ELA (3-4-5) and Accelerated Math courses in 3-4.

Continue Tutoring and Saturday School as well as vertical planning across grade levels with BEST standards alignment. Our PD will focus on this vertical planning K-5.

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.

Morning Professional Development is being implemented to plan for upcoming BEST standards and units of study. These PD's will include Best Practices to support this planning and increase teacher proficiency. These PDs will focus on intentional teaching, strategic small groups, and standards based planning using the BEST standards in ELA and Math and State Science Standards. Each professional development will focus on aligned tasks with formative assessments.

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

Tutoring

Saturday School

Teacher Observations and Feedback

Improvement Cycle-data review and feedback

Family Involvement Nights

Mentoring of new teachers

Incentives for Academics-Celebrations (Green Party, Quarterly Awards, Break Packets at holidays)

District Specialist Mentoring new teachers to the profession

District Specialist planning with grade levels in ELA, Math and Science.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

After implementing BEST standards in K-2 during the 2021-2022 school year, we realized that teachers needed professional development refining instructional practice in implementing the BEST standards with formative assessments aligned.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By increasing teachers intentional instruction, higher proficiency scores will increase by informative, district and state assessments.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

Year long Instructional practice will be monitored by using content area "look fors" during administrative, reading coach and specialists walk throughs.

Person responsible for monitoring outcome:

Bernadette Pletcher (pletcherb@manateeschools.net)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Intentional teaching with aligned tasks and formative assessments.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

When reflecting upon past evaluations and conversations with teachers there are an abundance of resources available so it is necessary to focus our efforts on intentional teaching to meet the needs of the students in our classrooms.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Breakfast with BEST PD for teachers

Person Responsible

Bernadette Pletcher (pletcherb@manateeschools.net)

Half day Collaborative Team Plannings.

Person Responsible

Ariana Kennedy (kennedy@manateeschools.net)

CHAMPS/SPARKS/PBIS in classroom and school-wide

Person Responsible

Joseph Keogh (keoghj@manateeschools.net)

#2. Transformational Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

In prior years the ILT (Instructional Leadership Team) was primarily represented by support staff, after feedback from staff, administration wanted to include more members and grade level representatives looking for leadership opportunities. We also separated our ILT and LLT for 22-23.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By building capacity in leadership within the building empowers highly skilled staff members to pass along their knowledge to increase collective teacher efficacy.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This will be measured by team collaborative planning that ILT members attend and ensure that collaboration is the main focus of the work. Equal contributions from all.

Person responsible for monitoring outcome:

Bernadette Pletcher (pletcherb@manateeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Teacher efficacy and successful collaboration.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By increasing teacher efficacy and collaboration, all students benefit by receiving the same high level instruction through aligned tasks with formative assessments.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Weekly Collaborative Planning

Person Responsible

Bernadette Pletcher (pletcherb@manateeschools.net)

Instructional Rounds during ELA blocks.

Person Responsible

Ariana Kennedy (kennedy@manateeschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Students in grades K-2 will receive direct and explicit instruction on the BEST standards of all areas of reading and writing aligned to the benchmarks of expected student outcomes for their grade level. Additional opportunities for targeted small groups instruction and tiered support interventions will be provided based on progress monitoring and running records data. Teachers will integrate writing across all content areas to strengthen early literacy development.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Students in grades 3-5 will receive instruction on the BEST standards for all areas of literacy in reading and writing aligned to benchmarks of expected student outcomes for their grade level. Opportunities for targeted small group instruction and tiered support interventions will be provided based on progress monitoring data. Teachers will integrate writing across all content areas to ensure students' abilities to fully express ideas through reasoning, citing evidence, and problem solving.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By May 2023, at least 50% of students in K-2 will score proficiency in ELA as measured by state progress monitoring assessment aligned to B.E.S.T.

Grades 3-5: Measureable Outcome(s)

By May 2023, at least 50% of students in 3-5 will score proficiency in ELA as measured by state progress monitoring assessment aligned to B.E.S.T.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Instructional practices will be monitored through the review of collaborative planning notes, lesson plans, and grade level alignment of standards, tasks, and formative assessments in reading and writing. A yearlong calendar of Data Chats and PD will support implementation of B.E.S.T. and new Benchmark Advance. MTSS is the systemic evaluation of instructional efficacy across all Tiers. Regularly scheduled walkthroughs will promote feedback practices and build teacher capacity for standards-based instruction and effective use of instructional materials.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Kennedy, Ariana, kennedy@manateeschools.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Grade-level teams will plan collaboratively using a consistent planning protocol that supports instructional alignment. Teachers will use district-provided materials of Benchmark Advance for CORE reading and writing instruction aligned to B.E.S.T. Tiered intervention support will be provided using guided reading materials, and additional programs will be used to provide direct and explicit systematic instruction for more intense interventions. All learning will be progress-monitored through DIBELS for tier 2 and tier 3 interventions, and CORE instruction will be monitored through writing formative assessments and unit assessments aligned to the grade level benchmarks.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The purpose of monitoring and implementing responsive instruction is to ensure the progression of student learning and increase grade-level literacy proficiency. By consistently monitoring student progress toward grade level mastery, there is a more significant opportunity to improve student growth in reading and writing.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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All action steps for the B.E.S.T implementation Area of Focus apply to the RAISE Area of Focus: Implement grade-level collaborative planning and provide professional development for Benchmark Advance, MTSS - A, FAST, running records, and the new writing rubrics. Provide ongoing coaching based upon student data, classroom observations, and teacher evaluation. School leadership will ensure the implementation of district curriculum/pacing guides and assessment calendars, the professional development provided by the State Regional Literacy Directors to improve early literacy instruction, and the Decision-Trees from the Comprehensive Evidenced-based Reading Plan for reading intervention instruction.

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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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Bayshore Elementary uses a Positive Behavioral Interventions and Support to build classroom culture and environment. We use class DOJO to implement a school wide token economy and communicate with parents on students daily goals. Teachers are encouraged to implement classroom community building activities on the first Friday of every month to foster a safe learning environment. Using their school economy students may purchase items from the school store and access to big events like our fall festival, pajama party, dodgeball and water day.

School Counselors work with various classrooms to build their community and implement life skills that can be transferred into daily life and increase learning. The reading coach and school support specialists support teachers in building classroom management allowing for safe learning environments for all students. By implementing CHAMPS/Project SPARK Bayshore uses a common language for expectations among all students school wide.

Bayshore Elementary administration helps build staff morale by providing professional development and monthly activities for staff bonding. Each month teams host a staff fun day to help improve morale and increase staff well-being. On the first Friday of the month we encourage staff members to eat together by providing food trucks for staff to purchase lunch. Throughout the year we plan events, activities, and provide treats for staff to encourage them to honor themselves.

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

Bernadette Pletcher (Principal)- Focus on staff Morale, PBIS, CHAMPS/SPARK Fidelity

Ariana Kennedy (Assistant Principal)- Focus on staff Morale, PBIS, CHAMPS/SPARK Fidelity

Catherine Day (School Counselor)- Supporting struggling students and recognizing students that exemplify life skills

Patricia Hinrichsen (School Counselor)- Supporting struggling students and recognizing students that exemplify life skills

Joe Keogh (Student Support Specialist)- Discipline and Attendance

Stanley Koci (Student Support Specialist)- Discipline and Attendance

Lisa Lovy (Interventionist)- Attendance

Samantha Fruchey (Reading Coach)- Incentives in promotion of literacy

Special Areas Team- Organizing quarterly events for PBIS Promotion

Classroom Teachers- provide PBIS points and feedback at the Tier 1 Discipline level and promote classroom culture and community