Bailey Elementary School

2023-24
Schoolwide Improvement Plan (SIP)

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Bailey Elementary School

4630 GALLAGHER RD, Dover, FL 33527

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Preparing students for life

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Valdez, Scott	Principal	As specified by his contract and specifically with this SIP process, part of the decision-making team supporting teachers, reviewing of the data, given targeted feedback to all teachers and ensure that all of our teachers meet the academic needs of all Bailey students.
Willis, Kristin	Assistant Principal	As specified by her contract and specifically with this SIP process, part of the decision-making team supporting teachers, reviewing of the data, given targeted feedback to all teachers and ensure that all of our teachers meet the academic needs of all Bailey students.
Moyer, Staci	SAC Member	As specified by her teacher contract and specifically with this SIP process, part of the decision-making team supporting teachers, reviewing of the data. Sharing of this information with the SAC Team and use input to drive the writing of the SIP, and collecting data from the staff to share with the Administrative Team and SIP Writing Team.
Wood, Michelle	Reading Coach	As specified by her teacher contract. She is also part of the decision-making team supporting teachers, reviewing of the data. Sharing of the SIP information with the Bailey Staff when reasonable appropriate.
Downing, Kimberly	School Counselor	Counsels students and provides interventions for student to student interactions
Haynie, Kelli	Teacher, ESE	VE teacher for her students on her VE caseload
Shelley, Ariel	Teacher, K-12	5th grade math and science teacher
Mires, Kailey	Math Coach	providing resources and supports for math teachers K-5; supports teacher planning
Hencke, Brooke	Attendance/ Social Work	Ms. Hencke manages our attendance rates, provides names for students with attendance challenges which is a KPI to assist student and families increase attendance rates. She also provides counselling students to find out what services students and families need with outside agencies.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

As the SIP was created, a DRAFT copy was provided to members of our Bailey SAC Team (which include Bailey parents and Bailey staff members), our PTA, a Bailey Business partner that has supported our school since it was opened, and a community partner church that supports needy students and as well as supports our teachers with supplies. Space was provided to get input for changes, edits or updates suggested by stakeholders would be discussed among the SIP Writing Team (as of the writing of this plan - no feedback for edits or changes have been received.)

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Our SIP / School Leadership Team will discuss quarterly (October 2023; January 2024, and March 2024) the progress toward reaching our SIP Goals for all gr using Progress Monitoring (PM 1 & PM 2) for ELA/Reading, Math, and 5th grade Science (Beginning of the Year (B.O.Y.) and Middle of the Year (M.O.Y.) grade levels and all sub-groups of students to monitor growth toward academic improvement and academic success. Data will be shared at the Faculty meeting immediately following the quarterly meeting to share progress. This data is also discussed each quarter with our Assistant Principal and Academic Coaches with adjustment in planning, instruction and small group instruction.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	56%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C

	2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	29	25	18	23	31	10	0	0	0	136
One or more suspensions	9	6	6	1	2	3	0	0	0	27
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	15	33	41	52	30	27	0	0	0	198
Level 1 on statewide Math assessment	11	10	16	49	28	33	0	0	0	147
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	25	0	0	0	0	0	0	30

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	16	20	18	0	0	0	54

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	0	0	21	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	1	1	0	0	0	2

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	29	25	18	23	31	10	0	0	0	136
One or more suspensions	0	1	0	1	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	52	30	27	0	0	0	109
Level 1 on statewide Math assessment	0	0	0	40	26	21	0	0	0	87
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	25	0	0	0	0	0	0	30

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	16	20	18	0	0	0	54

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	0	0	21	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	1	1	0	0	0	2

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	29	25	18	23	31	10	0	0	0	136
One or more suspensions	0	1	0	1	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	52	30	27	0	0	0	109
Level 1 on statewide Math assessment	0	0	0	40	26	21	0	0	0	87
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	25	0	0	0	0	0	0	30

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	16	20	18	0	0	0	54

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	0	0	21	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	1	1	0	0	0	2

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	41	50	53	39	53	56	45		
ELA Learning Gains				59			54		
ELA Lowest 25th Percentile				71			40		
Math Achievement*	45	56	59	53	50	50	50		
Math Learning Gains				76			80		
Math Lowest 25th Percentile				72			71		
Science Achievement*	41	50	54	44	59	59	50		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	35	59	59	62			41		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	200
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	476
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	18	Yes	1	1
ELL	31	Yes	1	1
AMI				
ASN				
BLK	39	Yes	1	
HSP	35	Yes	1	
MUL	50			
PAC				
WHT	47			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	31	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	44			
ELL	56			
AMI				
ASN				
BLK	51			
HSP	57			
MUL				
PAC				
WHT	62			
FRL	57			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	41			45			41					35
SWD	12			20			10				5	45
ELL	25			41			27				5	35
AMI												
ASN												
BLK	44			33							2	
HSP	32			42		35					5	35
MUL	59			41							3	

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
PAC												
WHT	47			50			45				4	
FRL	29			39			32				5	34

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	ELP Progress
2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	39	59	71	53	76	72	44					62
SWD	15	43	57	38	55	57						45
ELL	28	56	67	49	76	74	37					62
AMI												
ASN												
BLK	33	75		37	58							
HSP	34	54	68	52	75	74	38					62
MUL												
PAC												
WHT	44	62	67	54	80	68	56					
FRL	34	58	69	48	73	74	39					62

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	ELP Progress
2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	45	54	40	50	80	71	50					41
SWD	22	33	38	37	72		20					38
ELL	30	43	42	39	78	79	29					41
AMI												
ASN												
BLK	29			53								
HSP	38	53	42	42	78	76	45					43
MUL												
PAC												
WHT	53	52	30	57	80	64	58					
FRL	40	50	33	47	77	71	45					40

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	44%	53%	-9%	54%	-10%
04	2023 - Spring	51%	54%	-3%	58%	-7%
03	2023 - Spring	35%	46%	-11%	50%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	41%	55%	-14%	59%	-18%
04	2023 - Spring	53%	59%	-6%	61%	-8%
05	2023 - Spring	53%	53%	0%	55%	-2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	41%	47%	-6%	51%	-10%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our 41% ELA proficiency (combined 3rd, 4th and 5th grade) as measured by Level 3 or above on the first year the Florida Assessment of Student Thinking (F.A.S.T.) for student achievement on the Benchmarks for Excellent Student Thinking (B.E.S.T.) test.

* This was the first year that we used the FAST assessment.
* We struggled with our attendance rate for the 2022-23 school, as measured by 86% rate for the 2022-23 school year.
* One of our 5th grade ELA transferred in November of 2022. She was responsible for 2/5 (40%) of the classes of 5th grade students.

*We had two new ELA teachers at the 4th grade level 3/5 of 4th graders (60%) of the classes in 4th grade.
*We had a new ELA teacher on our 3rd grade team 2/7 of our 3rd graders (28%) of the classes in 3rd grade
*Change in head of the ELA Department at the District level; 3rd time in 3 years that our Elementary ELA Department has had a new Supervisor; this challenged us at the school level with leading our teachers who taught ELA.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our 41% Science proficiency (5th grade) as measured by Level 3 or above on the Next Generation Sunshine State Standards (N.G.S.S.S.) assessment. We declined from 44% proficiency in the spring of 2022 to 41% proficiency in the spring of 2023: a loss of 3% of proficiency.

*We had a new 5th grade teacher to the grade level that had not taught 5th grade science before.
* Our attendance rate for 5th grade was at 85% daily for the 2022-23 school year.
*We had difficulties with our day-to-day behavior for the grade level; we had 3 extreme behaviors that created a higher than desired level of disruption for the 2022-23 school year.
*Lack of Science Resource Teacher

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our ELA proficiency for Bailey Elementary was 41% of all students grades 3-5 on the F.A.S.T. assessment measuring the B.E.S.T. standards that earned a Level 3 or above; ELA proficiency was 51% of all students grades 3-5 in the state of Florida on the F.A.S.T. assessment measuring the B.E.S.T. standards that earned a Level 3 or above. This shows that we were 10% lower than the state on this assessment in the spring of 2023.
*Our challenges have been with the foundational skill level of this group of 3rd, 4th and 5th graders. Covid concerns have not completely been overcome with interventions provided. The foundational years are kindergarten, 1st and 2nd grades. The 3rd graders lost the last quarter of Kindergarten, and many were e-learners for their 1st grade year; The 4th graders lost the last quarter of 1st graders, and many were e-learners for their 2nd grade year; The 5th graders lost the last quarter of 2nd grade, and many were e-learners for their 3rd grade year.

Which data component showed the most improvement? What new actions did your school take in this area?

Ironically, the greatest discrepancy between school performance and the state was ELA Proficiency - a 10% difference. However, ELA proficiency for Bailey Elementary was 41% of all students grades 3-5 on the F.A.S.T. assessment measuring the B.E.S.T. standards that earned a Level 3 or above. This is a two (+2) percentage point gain.

Our Reading Coach was instrumental in establishing the University of Florida Literacy Institute (UFLI) component to building our foundational skills during the 2022-23 school year. She completed her 4th full year as our Reading/Literacy Coach and is focused on providing before school coaching which counts as Professional Development PD points. This is a time she meets with 3 grade levels to discuss ELA Benchmarks, resources and on-line support for ELA instruction. She also leads our after-school planning for all grade levels. The plan we have in place at Bailey, provided each grade level with support that allowed her to meet with each team in alternating weeks: one week before school planning, the next week an hour after school session that continued for the last half of the 2022-23 school year.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Our attendance rate overall for the 2022-23 school year was averaging 86% for daily attendance. Also there were 131 out of 730 students (17.9% of our students Kindergarten - 5th for the 2022-23 school year) with 18+ absences (meaning that they had less than 90% attendance individually) These statistics indicate that attendance is a great concern for our student academic success. For our children to learn, they need to be in school. Additional incentives for student attendance will be implemented for the 2023-24 school year. Using our Key Performance Indicators (Attendance, Discipline, and academic performance) will help us focus on increasing rates of attendance for the individual students, grade levels, sub-groups of the school and attendance rates for the school altogether.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

*Increasing overall student proficiency in ELA and Math by 10% for incoming 4th and 5th graders.
*Ensuring that we raise the 3rd grade proficiency level for ELA and Math to 45% proficient.
*Using planning and student assessment performance to ensure our students (Retained 3rd graders, incoming 4th graders and incoming 5th graders) demonstrate a years worth of growth in ELA and Math during the 2023-24 school year as measured by the states GAINS in each of these academic areas.
*Increase our 5th grade Science scores as measured by the NGSSS test from 41% to 51% - a 10% increase for science proficiency.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students need to be in school to increase academic achievement. We are a Title 1 school with struggles with a high percentage of students eligible for Free and Reduced lunch; the rate is high enough for our school to qualify for Free Breakfast and Lunch for the entire school population. The struggles with the majority of our students categorized as lower socio-economic status effects in our attendance rates. We need to put into place ways for our students to be supported and recognized for improved attendance. Poor and inconsistent attendance is an Early Warning System indicator.

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

Our overall attendance rate for our school as a whole and each grade level individually will be 90% or higher on a daily basis for the 2023-24 academic school year.

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

Our School Social Worker will pull weekly reports for the school as a whole, and each grade level individually to look for patterns in specific students and/or families with high rates of absenteeism- lower than 90% attendance overall. She will share her findings with our Student Services Team and Administration to assist in speaking with individual students and families to provide interventions.

Person responsible for monitoring outcome:

Brooke Hencke (brooke.hencke@hcps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students that at any time fall below 90% overall with their attendance rate, that will lead to check-ins and support from our student services team. Students that are identified as struggling with their attendance will provide the data necessary for an attendance referral.

The attendance referral will support the students with check-ins with a student service team member to monitor the challenges for coming to school. Reward system to support students improving their attendance to 90% or higher overall will be recognized/and or rewarded with incentives such as certificates, positive calls home, extra student choice reward system such as lunch with a favorite school adult, treasure box, or game time during lunch.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Students that have higher attendance rates correlate with higher academic achievement as measured by the Florida state assessment F.A.S.T. measuring mastery of B.E.S.T benchmarks.

Students that are identified with attendance challenges and receive supports to increase attendance will improve academic achievement.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

*collection and disaggregation of attendance data
*sharing of data with student services team and administration

Person Responsible: Brooke Hencke (brooke.hencke@hcps.net)

By When: September 15, 2023

identify currently enrolled students that had an attendance rate of lower than 90% daily attendance for the 2022-23 school year.

Person Responsible: Brooke Hencke (brooke.hencke@hcps.net)

By When: September 15, 2023

Share intervention steps with each individual student that attendance falls below 90%.
*provide attendance counselling with each student.
*speak with student's home caretaker
*provide check in with each student utilizing the student services team, to support increased attendance
*share data/information with student's teacher

Person Responsible: [no one identified]

By When: initially by September 15, 2023, then meeting as needed if attendance rate drops below 90% on an "as needed basis"

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Our primary teachers K-2 receive opportunities for bi-weekly coaching as a grade level and curriculum group before school. This is designated and named AM Coaching; the teachers also receive professional development points for this as well. This provides time to look at District specifications for teaching benchmarks. This time is for the coach to share on-line resources as well as actual physical materials the teachers may need as well as professional literature and articles to support ELA instruction.

They also participate with coach-lead after school Planning on the weeks that they don't attend. This provides a collegial environment for instructional practices they could implement to meet the needs of their students.

Our ELA participate in vertical Teaming to discuss progress and instruction across grade levels. This PLC began in the spring of 2022, during pre-planning in August of 2023, and is schedule to occur every 6 weeks for the remainder of the year.

Our Reading Coach has worked closely with a state RAISE Initiative Dee Toler as well as Amanda Newman - the Elementary Supervisor for Reading to support effective instructional practices for ELA teachers. She meets about every 6 weeks since the January of 2023. Research based materials are shared with these teachers for deeper understanding of effective instructional practices.

All K-2 have been provided the University of Florida Literacy Initiative (UFLI) training for foundational skill building which places heavy emphasis in phonics-based skill building on a daily basis.

More than half of our K-2 ELA teachers have attended the Flamingo training which supports foundational skill instruction for small groups.

Almost half of our K-2 teachers are currently Dibels trained to assist in assessing the foundational skill levels of all readers K-2.

Reading / ELA Data is as follows:
Kindergarten Spring of 2023 Star Early Literacy Test Meets state % for proficiency - YES
58% proficient or above (Projected Level 3 in subsequent years)
42% of students not meeting proficiency.

1st Grade Spring of 2023 Star Reading Test Meets state % for proficiency - NO

42% proficient or above (Projected Level 3 in subsequent years)
58% of students not meeting proficiency.

2nd Grade Spring of 2023 Star Reading Test Meets state % for proficiency - YES
58% proficient or above (Projected Level 3 in subsequent years)
42% of students not meeting proficiency.

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

Our intermediate teachers grades 3-5 receive opportunities for bi-weekly coaching as a grade level and curriculum group before school. This is designated and named AM Coaching; the teachers also receive professional development points for this as well. This provides time to look at District specifications for teaching benchmarks. This time is for the coach to share on-line resources as well as actual physical materials the teachers may need as well as professional literature and articles to support ELA instruction.

They also participate with coach-lead after school Planning on the weeks that they don't attend. This provides a collegial environment for instructional practices they could implement to meet the needs of their students.

Our ELA participate in vertical Teaming to discuss progress and instruction across grade levels. This PLC began in the spring of 2022, during pre-planning in August of 2023, and is schedule to occur every 6 weeks for the remainder of the year.

Our Reading Coach has worked closely with a state RAISE Initiative Dee Toler as well as Amanda Newman - the Elementary Supervisor for Reading to support effective instructional practices for ELA teachers. She meets about every 6 weeks since the January of 2023. Research based materials are shared with these teachers for deeper understanding of effective instructional practices.

All 3rd grade have been provided the University of Florida Literacy Initiative (UFLI) training for foundational skill building which places heavy emphasis in phonics-based skill building on a daily basis for students that are Tier 2 and Tier 3.

Reading / ELA Data is as follows:
3rd Grade Spring of 2023 F.A.S.T Test
34% proficient or above (Level 3 or above) Meets state % for proficiency - NO
66% of students not meeting proficiency.

4th Grade Spring of 2023 F.A.S.T. Test Meets state % for proficiency - YES
52% proficient or above (Projected Level 3 in subsequent years)
48% of students not meeting proficiency.

5th Grade Spring of 2023 F.A.S.T. Test Meets state % for proficiency - NO
43% proficient or above (Projected Level 3 in subsequent years)
57% of students not meeting proficiency.

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 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 Measurable Outcomes

1st Grade students 42% Proficient in the Spring 2023 - (Progress Monitoring - PM 3 for the 2022-23 school year) as measured by Star Reading Test goal of 52% in the Spring of 2024 (a 10% increase and is over the 50% proficient measure)

Grades 3-5 Measurable Outcomes

3rd Grade students 34% Proficient in the Spring 2023 - (Progress Monitoring - PM 3 for the 2022-23 school year) as measured by F.A.S.T. ELA assessment will be at 50% or above as measured by a Level 3 goal in the Spring of 2024 (a 16% increase and will meet the 50% proficient measure)

5th Grade students 43% Proficient in the Spring 2023 - (Progress Monitoring - PM 3 for the 2022-23 school year) as measured by F.A.S.T. ELA assessment will be at 53% or above as measured by a Level 3 goal in the Spring of 2024 (a 10% increase and will meet the 50% proficient measure)

Monitoring

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 impact student achievement outcomes.

Our focus for ELA performance at all grade levels K-5 will be monitored using multiple assessments throughout the 2023-24 school year. This includes all three Progress Monitoring (PM 1,2 & 3)

1st Grade will be monitored using the Progress Monitoring 1(Fall), 2(Winter) using the Star Early Literacy Assessment; and PM 3 using the Star Literacy Test. for the 2023-24 school year. In addition to these progress monitoring tools, teachers will also use iReady as a tool to support foundational skill building in the areas to include vocabulary, reading comprehension and conventions of reading.

1st Grade Teachers are required to bring all data from ELA Unit assessments to quarterly Report Card review with a team which includes administration, academic coaches, members of our ESE team and Student Services.
In addition to PM performance and Unit Assessments, iReady data will be part of the discussion. A plan for further Tier 2 and Tier 3 support and specific targeted strategies to build foundational skills for these students to increase their achievement in reading.

Each of these assessments and progress monitoring do not stand alone in isolation, but together to create a more complete picture of student strengths and areas for growth opportunities.

3rd and 5th grade students will be monitored using the Progress Monitoring 1(Fall), 2(Winter) &

3(Spring) using the F.A.S.T. test for the 2023-24 school year. In addition to these progress monitoring tools, teachers will also use iReady as a tool to support skill building in the areas to include vocabulary, reading comprehension and conventions of reading. Unit Tests for Reading and Spotlight checkpoints will be part of the progress monitoring process.

3rd and 5th grade teachers are required to bring all data from include - but not limited to F.A.S.T. tests, iReady performance, Unit tests, and Spotlight checkpoints to quarterly Report Card review with a team which includes administration, academic coaches, members of our ESE team and Student Services.
In addition to PM performance and Unit Assessments, iReady data will be part of the discussion. A plan for further Tier 2 and Tier 3 support and specific targeted strategies to build foundational skills for these students to increase their achievement in reading.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Willis, Kristin, kristin.willis@hcps.net

Evidence-based Practices/Programs

Description:
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. §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?

The focus for improvement for student reading performance is based on the lack of foundational skills that students have yet to master.

Imagine Learning is a program that we utilize for mono-lingual students in intermediate grades primarily migrant students and Spanish -speaking families. This is a technology based instructional tool. PROMISING

Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) is used in our primary grades in small groups to build foundational skills. MODERATE

University of Florida Literacy Institute (UFLI) is a direct instructional system for K,1, and 2 students (Tier 3 for 3rd graders) designed for daily routine to build decoding skills for primary readers. This system for decoding and fluency building so students can actually read text. This is an essential skill necessary for students to then build vocabulary and comprehension. shown PROMISE - Hillsborough County Public Schools (HCPS) is using this system as a instructional and skill building program for the 2023-24 school year.

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

Student achievement levels as demonstrated using (formerly FSA state ELA assessment grades 3-5 through the year 2022) the current F.A.S.T. test for ELA indicate that the fluent reading and understanding of unfamiliar text
can be attributed to weak foundational skills. Imagine Learning, SIPPS, and UFLI address the building of both fluency and vocabulary building which are positively correlated to higher achievement levels for all grades.

Imagine Learning has the endorsement of our ELL / Migrant programs at the district level (Imagine Learning) for Spanish-speaking students to build their vocabulary which in turn increases higher student performance on assessments given including the FAST test.

SIPPS is a program that has been built into our ELA instruction for primary grades for small group instruction. This program has the support of our HCPS Reading Department as well as the coaches that support reading instruction in our schools. Again - building vocabulary and sight word recognition increase fluency so students can focus their thinking on the text they are reading, not just decoding and figuring out what the words are BEFORE they try to understand and comprehend text.

The University of Florida Literacy Institue UFLI is a program that we have used at our school for the past year. This program which is research and evidence based to show build through explicit instruction in K-2 grades, build foundational fluency and decoding skills that students need before they can comprehend text. This is a systematic daily skill building program for students to quickly read single-syllable and multi-syllabic words. This positively increases a students ability to read - aagian which leads to higher comprehension.

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
Literacy Leadership We have been working with RAISE initiative and their team at Bailey since the middle of 2022-23 school year. Our Reading Coach has worked very closely - meeting every 4-6 weeks since this Meetings were focused around student performance data, teacher practice, teaching and learning environmental checks, planning and support with professional development.	Wood, Michelle, michelle.wood@hcps.net
Literacy Coaching Our Reading Coach has been instrumental in maintaining the before school coaching for professional development for all ELA teachers from kindergarten through 5th grade, to discuss instructional practices, district expectations, and aligning instruction to the state of Florida BEST benchmarks and standards, as well as providing online resources and actual hands-on support for teachers to deliver high quality of instruction for their students. She also has developed a system for after school planning which each grade-level participates in. Although voluntary, all teams choose to attend. During this time, teams develop lessons, participate in deep discussion wrapped around benchmarks and teaching strategies, as well as assessments and student performance. This leads to effective PLCs that teachers can create improved lessons that provide students with multiple opportunities for mastery of standards,	Wood, Michelle, michelle.wood@hcps.net
Professional Learning In conjunction with our Leadership Team, other ELA teachers, our Reading Coach, Director of Elementary Reading and personnel from RAISE initiative performance data, walkthrough data and needs and/or requests for specific components of improved reading instruction. We have implemented PD during the day to support student mastery of writing in the past year. We will continue to support and develop professional development for the writing and synthesizing of ideas students develop in connection from the text. We connect effective writing and successful reading skills as they are two skills that are dependent on each other for higher academic achievement for students from kindergarten through 5th grade. Our Reading Coach also has been instrumental in leading each of our grade level ELA teachers for before school for Coaching and teachers receive professional development points for the learning they participate in for the 2023-24 school year. The learning that is provided are effective ways to deliver whole group instruction, small group instruction as well as the disaggregation of data to help teachers develop "next steps" for ELA benchmarks that students have yet to master. Maintenance for skills they have mastered are reviewed throughout the year so they can continue to achieve when assessed throughout the year.	Willis, Kristin, kristin.willis@hcps.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

https://www.hillsboroughschools.org/bailey

We share our SIP plan with our Staff which also is scheduled for vote (August 2023)

A copy of this plan and plans from years past are listed on our school webpage

We keep a copy of this printed plan each year in our front office area for any stakeholder to view; copies will be made upon request.

Plan is shared with community business partners as well as other community organizations.

We also plan to share and explain this plan at two of our Title One (also Parent and Family Engagement) meetings we have in conjunction to school events. One in the fall of 2023 and one in the spring of 2024.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

https://www.hillsboroughschools.org/bailey

Parent link messages - sent out by both voice and text include information for the community event nights that will include Title 1 parent / Parent and Family Engagement meetings.

Our plan will be shared during two of our events at Bailey. These meetings precede two of our family nights where information is shared for Title 1. These events each have Spanish interpreters to ensure our families that speak Spanish as their only or primary language have access to the information in our SIP plan. Emphasis for how we use Federal dollars to support the success of all students will be in each of the presentations.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Using the plans for student academic success which include the disaggregation of student academic performance, identifying both strengths and weaknesses help our teachers for each academic area and grade level know what instructional actions to continue, and what teaching actions need to be adjusted. Regular data analysis for 3 Tuesdays each month for PLCs for instruction as well as bi-weekly coaching and bi-weekly planning help support academic achievement. This includes data for all subgroups by gender, grade level, minority groups, students receiving ELL support and students receiving ESE services including speech and language and our Gifted students.

Using the coaching, planning and PLC time to analyze student progress provides teachers with meeting the academic needs of students for core instruction as well as Tier 2 and Tier 3 support to provide multiple opportunities for mastering state BEST benchmarks.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

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Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

</div>

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Student services team use Faculty meetings and open-door policy to identify students that are showing signs of emotional distress. During our Leadership Team meetings, we discuss issues that are affecting academic achievement including signs of emotional challenges. Student service team - primarily our Guidance counselor provides counseling as needed. Social services for families and parents outside of school are provided by our School Social Worker. Risk Assessments which include passive and substantive suicide threats are recorded and followed up as they occur. We use these data and information from our risk assessments as part of our bi-weekly leadership meetings.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

We use a Behavior Tiering system for teachers to help our Student Services team identify students that are struggling in class and see if there is an emotional component that needs to be addresses which include check-ins and counselling as needed.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

N/A

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

In the Spring we have our VPK teacher and paraprofessionals partner with our Kindergarten teachers to do a mini-in school field trip that shows the students where kindergarten classrooms are. We also have a Kindergarten Roundup night that shows our incoming Kindergarteners the different but fun activities Kindergarten will have to offer once they enroll as Kindergarteners. Partnership between our VPK as well as other incoming kindergarten students that come from other preschool programs by providing printed resources, online support and parent nights to support the transition to kindergarten.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0092 - Bailey Elementary School			$0.00
					Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No