Bayshore Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Bayshore Elementary School

6120 26TH ST W, Bradenton, FL 34207

https://www.manateeschools.net/bayshoreel

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.

The mission of Bayshore Elementary School is to provide a strong foundation to inspire continuous learning, to influence productive study skills and good decision making, and to make a positive impact on our community by educating students for responsible citizenship.

Provide the school's vision statement.

The vision of Bayshore Elementary School is to provide a positive, safe, and equitable learning environment that will impact students' academic growth and social development toward college and career readiness.

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
Lundy, Melinda	Principal	Lead and leverage the School Leadership Team, know and monitor school data and all aspects of focus; provide professional learning to develop teacher capacity and the capacity of teacher leaders; ensure the safety and security of students and staff and ensure an effective learning environment.
Kennedy, Ariana	Assistant Principal	Assist Principal in monitoring all focus areas; lead MTSS, oversee parent involvement activities; monitor state assessments.
Vang, Bee	Other	Serve on the Instructional Leadership Team with Nino Lomidze, ESOL Teacher; provide support in collaborative planning sessions to ensure the needs of language learners are being considered; provide support in data analysis of diagnostic assessments of ELLs, push-in support provided for small groups or one on one services for ELLs; train teachers on Can-Do descriptors and support implementation; provide resource services to ESOL students.
Brigance, Cyndi	Instructional Coach	Serve on the Instructional Leadership Team; provide AVID training and coaching to 4th and 5th grade students and teachers; support the implementation of AVID; support 4th and 5th grade teachers in collaborative planning sessions.
Fruchey, Samanatha	Reading Coach	Serve on the Instructional Leadership Team; engage identified teachers in student-centered, data based coaching cycles, provide Tier 1 support in collaborative planning, support the implementation of ELA Curriculum Maps and content area literacy strategies; provide professional development as aligned to school goals.
Costello, Patricia	Teacher, K-12	Serve on the Instructional Leadership Team; facilitate tiered intervention groups, provide support in collaborative planning sessions to ensure the needs of students receiving Tier 2 and Tier 3 intervention is considered, progress monitors students receiving tiered intervention.
Brier, Carlota	Teacher, ESE	Serve on the Instructional Leadership Team with Karen Beck, ESE Teacher; provide push-in support for ESE students in general education classrooms, coordinates and facilitates IEP meetings, provides support during collaborative planning to ensure the accommodations identified for ESE students are effectively planned and met.
Mendiola, Melissa	Administrative Support	Serve on the Instructional Leadership Team; assist in developing guidelines for proper student conduct and discipline policies, monitor and analyze discipline data as it relates to classroom performance, provide collaborative planning support to assist with the development of engagement strategies; provide training on understanding the impact of behaviors on student achievement.

Name	Position Title	Job Duties and Responsibilities
Ward, Adrienne	Administrative Support	Serve on the Instructional Leadership Team; assist in developing guidelines for proper student conduct and discipline policies, monitor and analyze discipline data as it relates to classroom performance, provide collaborative planning support to assist with the development of engagement strategies; provide training on understanding the impact of behaviors on student achievement.

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.

Parents, students, and families of Bayshore Elementary are provided opportunities throughout the school year to provide input on school needs and areas of growth. Our School Advisory Council (SAC) is comprised of parents, school staff, and community members and meets monthly to review and discuss the stated goals, identify areas of improvement, and spotlight areas of growth. Teachers are an integral part of the data review and goal setting process and provide valuable input to the School Leadership Team which meets bi-weekly to review and discuss progress toward meeting SIP goals.

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))

The SIP will be monitored using learning walks, classroom observation, assessment data, and data-based coaching cycles in identified areas of improvement. The School Leadership Team will meet bi-weekly to discuss goals, highlight areas of growth, and monitor areas of improvement. Once a month, progress will be shared with our SAC committee (comprised of parents, staff, and community members) and we will invite members to give input on areas of growth.

When revisions to ensure continuous improvement are necessary they will come at the direction of the principal and will be implemented through the use of facilitated collaborative planning, strategic coaching cycles, targeted push-in supports, and informed data chats with staff and students. Data points to track continuous improvement will be closely monitored by administration and the School Leadership team.

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 PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	73%

2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
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) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
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	9	24	20	32	20	21	0	0	0	126
One or more suspensions	2	7	5	17	10	20	0	0	0	61
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	0	0	0	22	31	44	0	0	0	97
Level 1 on statewide Math assessment	0	0	0	0	13	18	0	0	0	31
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	7	10	8	0	0	0	25

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

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	0	15	36	30	38	40	0	0	0	159
One or more suspensions	0	2	12	7	20	21	0	0	0	62
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	18	62	38	0	0	0	118
Level 1 on statewide Math assessment	0	0	0	9	39	40	0	0	0	88
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	9	4	30	6	3	0	0	0	52

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	0	0	1	0	0	0	1

The number of students identified retained:

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

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	0	15	36	30	38	40	0	0	0	159
One or more suspensions	0	2	12	7	20	21	0	0	0	62
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	18	62	38	0	0	0	118
Level 1 on statewide Math assessment	0	0	0	9	39	40	0	0	0	88
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	9	4	30	6	3	0	0	0	52

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	7	10	8	0	0	0	25

The number of students identified retained:

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

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*	35	51	53	39	55	56	35		
ELA Learning Gains				57			44		
ELA Lowest 25th Percentile				61			56		
Math Achievement*	46	62	59	54	50	50	53		
Math Learning Gains				56			54		
Math Lowest 25th Percentile				47			39		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	29	51	54	43	65	59	30		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					52	50			
College and Career Acceleration						80			
ELP Progress	55	59	59	44			61		

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)	ATSI
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	201
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	401
Total Components for the Federal Index	8
Percent Tested	98
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	20	Yes	4	1
ELL	29	Yes	1	1
AMI				
ASN				
BLK	31	Yes	1	1
HSP	35	Yes	1	
MUL	45			
PAC				
WHT	53			
FRL	38	Yes	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	37	Yes	3	
ELL	42			
AMI				
ASN				
BLK	41			
HSP	48			
MUL	52			
PAC				
WHT	64			
FRL	48			

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	35			46			29					55
SWD	11			24			13				5	32
ELL	20			35			15				5	55
AMI												
ASN												
BLK	29			46							4	40
HSP	30			40			18				5	57
MUL	50			40							2	
PAC												
WHT	45			61			53				4	
FRL	33			43			27				5	53

2021-22 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	39	57	61	54	56	47	43					44
SWD	16	44	50	37	51	40	21					34
ELL	28	53	56	45	43	38	26					44
AMI												
ASN												
BLK	26	50		42	43		23					64
HSP	36	57	54	53	51	50	36					43
MUL	40	54		48	64							
PAC												
WHT	53	60		66	73		67					
FRL	38	56	57	52	53	47	44					40

2020-21 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 2019-20	C & C Accel 2019-20	ELP Progress
All Students	35	44	56	53	54	39	30					61
SWD	16	43	57	41	43	47	11					45
ELL	30	35	42	51	54	41	19					61

						2020-21 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 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	28	43		35	40		0					
HSP	32	44	56	52	57	50	30					62
MUL	36			48								
PAC												
WHT	49	52		69	57		45					
FRL	30	42	52	53	51	39	30					61

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	35%	53%	-18%	54%	-19%
04	2023 - Spring	37%	54%	-17%	58%	-21%
03	2023 - Spring	33%	47%	-14%	50%	-17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	48%	62%	-14%	59%	-11%
04	2023 - Spring	49%	64%	-15%	61%	-12%
05	2023 - Spring	41%	61%	-20%	55%	-14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	27%	49%	-22%	51%	-24%

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.

The spring of 2022 ELA achievement data was identified as the lowest performance component at 39% compared to the district average of 55% and the state average of 56%. In addition to learning loss associated with the pandemic, specifically related to continuity of instruction and low foundational skills, 108 3rd-5th grade students were absent more than 10% of the time and 48 students had one or more suspensions. Additionally, 39 students in 3rd-5th grade were identified as having a substantial reading difficulty.

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

The spring 2022 results show that ELA, Math, and Science achievement increased from the prior year (2021) with ELA increasing from 35% to 39%; Math increasing from 53% to 54%, and Science increasing from 30% to 43%.
Although the spring of 2022 science achievement was reported as a 13% increase from the scores in the previously reported year, science achievement is projected to be 29% for the 2022-2023 school year which would be the greatest decline at a 14% decrease. During the 2022-2023 school year, 40 5th grade students were absent 10% or more of the time, 21 5th grade students had one or more suspensions, and 38 5th grade students scored a Level 1 on the ELA assessment, all contributing factors to lower performance.

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.

The spring of 2022 ELA achievement data is reported at 39% compared to the state average of 56%; a gap of 17%. In addition to learning loss associated with the pandemic, specifically related to continuity of instruction and low foundational skills, 108 3rd-5th grade students were absent more than 10% of the time and 48 students had one or more suspensions. Additionally, 39 students in 3rd-5th grade were identified as having a substantial reading difficulty.
ELA achievement is projected to be 37% for the 2022-2023 school year which is a 2% decrease. Trends include meeting the needs of our subgroups, and the need to increase attendance rates.

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

The spring of 2022 science achievement was reported as 43% which was a 13% increase from the previous year. Reportedly, the school implemented WOZed curriculum and Science Acaletics and departmentalized Science instruction.
However, the improvement was not sustainable given that science achievement is projected to be 29% for the 2022-2023 school year which is a 14% decrease.

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

Absent 10% or more days
One or more suspensions

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

Increase Achievement of Hispanic Subgroup
Increase Overall Proficiency in Reading
Increase Achievement in Science (Content Area Literacy; Academic Vocabulary)
Attendance

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

#1. ESSA Subgroup specifically relating to Students with Disabilities

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 with Disabilities, as a subgroup overall, is projected to receive an F grade. This subgroup makes up 21% of our student population and reportedly is performing at 14% for ELA, 30% for Math, and 19% for Science. This subgroup has been low performing for 4 years. This subgroup decreased in ELA and Science significantly.

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

By increasing the number of minutes Students with Disabilities are given inclusion services not in a self-contained classroom during the 2023-2024 school year, ELA and Science achievement for this subgroup will increase by 5%.

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

Systems for monitoring inclusion services of Students with Disabilities include: (1) Facilitated, collaborative planning to ensure scaffolded instruction across Tiers; (2) Regular classroom observations with feedback and coaching; (3) Routine use of student performance data to make instructional decisions; (4) Multi-Tiered System of Support; and (5) regular team meetings, such as ILT, PLCs, and TCTs, to monitor progress toward school improvement.

Person responsible for monitoring outcome:

Ariana Kennedy (kennedya@manateeschools.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.)

Florida's Multi-Tiered System of Support

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

An effective MTSS framework has the following components: (1) Strong, high-quality classroom instruction for all students; (2) Use of assessment data to measure and monitor academic/behavior progress; (3) Identification of at-risk students; (4) Targeted, evidenced-based interventions; and (5) Routine collaboration of school teams to determine when and where coaching and training are needed for improved learning outcomes.

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.

No action steps were entered for this area of focus

#2. 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.

Upon analysis of EWS, 126 students were absent 10% or more of the time, which is 18% of our student population. Students who miss an excessive number of days in the primary grades (K-2) reportedly have significant gaps in their foundational skills. Students missing school are missing critical instruction. Increasing student attendance and decreasing absenteeism will increase ELA, Math, and Science proficiency by 5% across all subgroups and subject areas.

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

Increasing student attendance and decreasing absenteeism in the 2023-2024 school year will increase ELA, Math, and Science proficiency by 5% across all subgroups and subject areas.

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

Systems for monitoring attendance include (1) check and connect, (2) home visits, (3) Multi-Tiered System of Support.

Person responsible for monitoring outcome:

Ariana Kennedy (kennedya@manateeschools.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.)

Multi-Tiered System of Support

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

An effective MTSS framework has the following components: (1) Use of assessment data to measure and monitor attendance; (2) Identification of at-risk students; (3) Targeted, evidenced-based interventions; and (4) Routine collaboration of school teams to determine when and where coaching and training are needed for improved learning outcomes.

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.

There is a direct correlation between student attendance and student achievement. To promote an increase in attendance, at-risk students will be identified and closely monitored by a member of the leadership team who will purposely develop a relationship with the student. Responsive training and support for behavior and academic expectations will be provided to new staff and students to promote identity and connection within the school toward a reduction in behaviors that result in suspensions and an

increase in student engagement to increase student achievement and promote a more positive school culture.

Person Responsible: Melinda Lundy (lundym@manateeschools.net)

By When: initiate in August 2023; monitoring efforts through May, 2024

Implement check and connect with students who have 2 or more absences/tardies in a quarter. Students will be assigned a mentor who they will check in with for accountability and will connect with for encouragement. The mentor will track their attendance at school. The mentor will work with the student's family to ensure the student is not missing necessary instruction.

Person Responsible: Ariana Kennedy (kennedya@manateeschools.net)

By When: ongoing August 2023 - May 2024

Implement a student council as part of the Principal Advisory Group. The Principal will create an advisory group of 2 students per homeroom class in the 4th and 5th grades to work together to advise on school improvement, work to solve arising problems, including but not limited to absenteeism and tardiness to class.

Person Responsible: Melinda Lundy (lundym@manateeschools.net)

By When: ongoing August 2023 - May 2024

Family engagement events once a quarter and Parent Universities to engage parents in their child's education. These events and training sessions will provide opportunities to heighten awareness of the impact of attendance on academic performance as well as engage families in the school community and the education of their child.

Person Responsible: Ariana Kennedy (kennedya@manateeschools.net)

By When: ongoing August 2023 - May 2024

#3. Instructional Practice specifically relating to Benchmark-aligned Instruction

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.

Explicit, Tier I instruction

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

Increase ELA and Math proficiency by 5% as measured by the 2024 Spring FAST assessment by aligning Tier
1 instruction to the rigor of the benchmarks, scaffolded to address individualized student needs and designed to increase accountability for learning among all students. This expected growth is applied to all students at each grade level and for each ESSA subgroup to meet or exceed 41% proficient. The aim is to effectively scaffold students' mastery of benchmarks while closing achievement gaps for non-proficient students.

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

Systems for monitoring high-quality instruction include (1) Facilitated, collaborative planning; (2) Regular classroom observations with feedback and coaching; (3) Routine use of student performance data to make instructional decisions; (4) Multi-Tiered System of Support; and (5) regular team meetings, such as ILT, PLCs, and TCTs, to monitor progress toward school improvement.

Person responsible for monitoring outcome:

Melinda Lundy (lundym@manateeschools.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.)

Florida's Multi-Tiered System of Support

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

An effective MTSS framework has the following components: (1) Strong, high-quality classroom instruction for all students; (2) Use of assessment data to measure and monitor academic/behavior progress; (3) Identification of at-risk students; (4) Targeted, evidenced-based interventions; and (5) Routine collaboration of school teams to determine when and where coaching and training are needed for improved learning outcomes.

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.

Facilitated, collaborative planning to increase teacher expertise of what students must know, understand, and be able to do aligned to the rigor required of the benchmarks and to plan instructional tasks that

engage all students. Weekly collaborative planning will also address remedial and accelerated instruction for small groups and provide opportunities for problem-solving, discussion of high-effect practices, incorporation of AVID strategies, and ongoing review of student performance data.

Person Responsible: Melinda Lundy (lundym@manateeschools.net)

By When: Ongoing August 2023 - May 2024

Define Look Fors related to high-quality instruction that are present every day, in every classroom, and for the benefit of every student. Create and use systems for monitoring Look Fors to strengthen alignment of daily instructional tasks to grade level benchmarks, ensure knowledge of students, purposeful planning, fidelity of instructional resources for remedial and intervention instruction, and utilize strategies to engage all students.

Person Responsible: Melinda Lundy (lundym@manateeschools.net)

By When: September 1, 2023, monitoring efforts ongoing through May, 2024

Identify and share instructional practices that will increase teacher capacity and create a plan for coaching to accelerate improvement. Create systems for monitoring the focus, frequency, and types of coaching and support for improved teaching and learning.

Person Responsible: Melinda Lundy (lundym@manateeschools.net)

By When: September 1, 2023, monitoring efforts ongoing through May, 2024

Implement a response to intervention framework (MTSS) to support students' academic and behavioral success.

Person Responsible: Ariana Kennedy (kennedya@manateeschools.net)

By When: Ongoing August 2023 - May 2024

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).

Collaborate with stakeholders during the annual parent Title I meeting and review the Title I budget, staff allocations, and resources to address our diverse range of needs
Interventions and activities included in the SIP include:
Early Warning System Interventions
Differentiated, scaffolded, and specialized instruction
Inclusion Practices
MTSS A/B process
CERP literacy interventions

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

Students in grades K-2 will receive direct and explicit instruction on the ELA B.E.S.T standards. Additional opportunities for targeted small group instruction and tiered interventions will be provided based on progress monitoring data. Instruction will address both language comprehension and word recognition strands and will integrate writing across all content areas.

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

Students in grades 3-5 will receive direct and explicit instruction on the ELA B.E.S.T standards. Additional opportunities for targeted small group instruction and tiered interventions will be provided based on progress monitoring data. Instruction will address vocabulary development and word study and will integrate writing across all content areas.

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

As measured by the 2024 ELA Spring FAST, 50% or more of students in grades K-2 will score above the 40th percentile. During the 2023 FAST assessment Kindergarten and First grade had 50% of their students score below the 40th percentile and 64% of Second grade.

Grades 3-5 Measurable Outcomes

As measured by the 2024 ELA Spring FAST, 40% or more of students in grades 3-5 will earn a level 3 or higher. The proficiency level for incoming 3rd graders is 36% proficient, 4th graders is 33%, and 5th graders is 37% proficient.

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.

Systems for monitoring high-quality instruction include (1) Facilitated, collaborative planning; (2) Regular classroom observations with feedback and coaching; (3) Routine use of student performance data to make instructional decisions; (4) Multi-Tiered System of Support; and (5) regular team meetings, Instructional Leadership Team meetings, and meeting with Teacher Collaborative Teams, to monitor progress toward school improvement.

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

Lundy, Melinda, lundym@manateeschools.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?

Facilitated, collaborative planning to increase teacher expertise of remedial and intervention instruction for small groups and opportunities for problem-solving, discussion of high-effect practices, and ongoing review of student performance data. Teachers will use high quality instructional materials identified on the Decision-Tree which includes Benchmark Advance, Lexia CORE, guided reading, and SIPPs, to ensure explicit and rigorous instruction for intervention.

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?

The purpose of planning, implementing, and monitoring responsive instruction is to ensure the progression of student learning and increase grade-level literacy proficiency. Effectively delivered core, remedial, and intervention instruction will move students along the trajectory toward proficiency. The Comprehensive Evidenced-based Reading Plan, Decision-Trees, and Literacy Leadership Teams will provide guidance on literacy intervention instruction.

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
School teams will participate in and implement the professional development provided by the State Regional Literacy Directors to improve early literacy instruction.	Fruchey, Samanatha, frucheys@manateeschools.net
Reading Coach will engage teachers in targeted student centered, data-based coaching cycles to build teacher capacity for accelerated improvement.	Lundy, Melinda, lundym@manateeschools.net
The reading coach will participate in a monthly coaching academy aligned to BSI Coaching for Accelerated Improvement.	Lundy, Melinda, lundym@manateeschools.net
Conduct learning walks with a focus on literacy look fors aligned to early literacy instruction; strengthen systems to monitor Tier 1 instruction.	Lundy, Melinda, lundym@manateeschools.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.

The SIP information will be shared on the school's website and will be reviewed and discussed during the Annual Title I Parent Meeting, and at monthly SAC meetings.

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))

Provide parents opportunities to give their input on parent involvement activities; invite and elicit support from parents, families, and community stakeholders for school events; provide timely and informative information on student progress via home-school communications and parent-teacher conferences; share school related information via classroom DOJO, FACEBOOK, ConnectEd, invite input and collaboration from members of the principal advisory group.

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))

Recruit and retain high quality staff; provide professional development to build teacher capacity on the use of high quality instructional resources and high impact practices; provide dedicated time for facilitated collaborative planning to ensure and support instructional practices specifically aligned to standards-based instruction, technology integration, and feedback on student performance; provide opportunities and support for enrichment and acceleration, intervention, and after school tutoring; monitor implementation efforts on building a positive culture and and productive learning environment; pursue and support parent and community involvement.

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

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

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))

Bayshore Elementary follows Florida's model for Multi-Tiered Support Systems and CSTAG to provide evidenced based problem solving in order to serve our students. We have 2 school counselors, 1 full-time mental health provider and multiple outside agencies available to serve our students' needs. We provide mentoring partnerships to our students with the highest number of referrals to create an opportunity for the student to build a relationship with a trusted adult on the school's campus. All staff members are required to attend Youth Mental Health First Aid Training.

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))

Students in 4th and 5th grade are part of the AVID program and culture. This culture infuses college and career readiness throughout all subject areas by providing students with the skills necessary to instill good study habits at an early age.

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 follow Florida's Multi-Tiered System of Supports which involves the systematic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students, through integrated academic and behavioral supports.

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))

Professional learning offerings are informed by implications grounded in data analysis to improve instruction and build teacher capacity. These offerings are differentiated according to the needs of teachers and to strengthen systems for continuous improvement. Teachers are encouraged to set professional learning goals to broaden their skillset and to hone their craft based on data analysis and a continuum of self assessment.
Paraprofessionals are afforded monthly professional development sessions focused on strengthening relationships with students as well as being a partner in education in the classroom.

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))

If a student is coming from Manatee Schools Pre- Kindergarten program, the transition is assisted by "The High Scope Preschool Curriculum". The High Scope Preschool Curriculum, along with a variety of materials, provides teachers instructional support for implementation of the curriculum for academic subject-area learning in eight areas. The curriculum encompasses development in eight essential areas: physical development, approaches to learning, social and emotional, language and literacy, mathematical thinking, scientific inquiry, social studies, and creative expression through the arts.
When transitions are made from non county pre-schools the school communicates with these programs ensuring students are enrolling in Kindergarten with the necessary skills needed to be successful at the start of the year.

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: ESSA Subgroup: Students with Disabilities	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
3	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	$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