



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Bay Haven School Of Basics Plus

2901 W TAMIAMI CIR

Sarasota, FL 34234

941-359-5800

www.sarasotacountyschools.net/bayhaven

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 48%
Alternative/ESE Center No	Charter School No	Minority Rate 44%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Bay Haven School Of Basics Plus

Principal

Chad Erickson

School Advisory Council chair

Jaime Kisner

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Chad Erickson	Principal
Jaime Kisner	Assistant Principal Intern
Sarah Nelson	K Team Leader
Meredith Spanellis	1st Grade Team Leader
Angela Ellis	2nd Grade Team Leader
Melissa Owens	3rd Grade Team Leader
Bonnie Brown	4th Grade Team Leader
Laurie Hayes	5th Grade Team Leader
Kim Miles	Specials Team Leader

District-Level Information

District

Sarasota

Superintendent

Mrs. Lori White

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The School Advisory Council shall include the school principal and an appropriately balanced number of teachers, education support employees, students (Elementary students are not required, but strongly encouraged.), parents, and business and community representatives. The composition shall be as follows:

*Membership shall be representative of the ethnic, racial and economic community served by the school, including students in the count.

*A majority of members shall be persons that are not employed at the school, excluding students in the

count.

*Teachers shall be defined as any person on the instructional salary scale.

*Education support employee shall refer to any person on the classified salary schedule employed by the school for twenty or more hours during a normal working week.

*The SAC shall consist of no less than 15 members and no more than 35 members.

*The membership shall be comprised, at a minimum, of the following: teachers (5), support employees (2), parents (6), business/community members (1).

This year's SAC membership is comprised of the principal, the assistant principal intern, 6 teachers, 1 support employee, 8 parents and 1 business/community member. The teacher representatives were elected by their grade level teams to serve an annual term. All parents are given the opportunity to nominate or be nominated to serve on SAC. Based on the number of nominations returned, elections are held to determine the individuals who will serve in this capacity. There was no need for an election this year. The chairperson of the group is elected by consensus of all SAC members at the first SAC meeting of the school year.

Chad Erickson-Principal

Jaime Kisner-Assistant Principal Intern, SAC Chair

Felice Tannen- Kindergarten Teacher

Meredith Spanellis- First Grade Teacher

Samantha Morin-Second Grade Teacher

Pearl McSwain-Third Grade Teacher

Tracy Bakich-Fourth Grade Teacher

Laurie Brown-Fifth Grade Teacher

Kimberly Miles-Music Teacher

Kathy Kennedy-Administrative Assistant, Secretary

Victor deOliveira-Technology Support Aide

Marie Byrd-Blake-5th Grade Parent

Selma Goker-5th Grade Parent

Cierra McDonald-1st and 2nd Grade Parent

Bev Murray-1st Grade and 4th Grade Parent

Jennifer Perez-3rd and 4th Grade Parent

Trudy Teague-Kindergarten and 2nd Grade Parent

Kim Walker-2nd Grade and 5th grade Parent

Annette Humphrey-5th Grade Grandparent

Cathy Byler-Business Partner and Parent

Involvement of the SAC in the development of the SIP

The School Advisory Council shall:

*Review the results of any needs assessments conducted at the school.

*Assist in the development of the school improvement plan and provide recommendations on specific components of the plan, such as the goals of the school, indicators of school and student progress, strategies, and evaluation procedures to measure student performance. The school advisory council shall be the final decision-making body at the school relating to school improvement.

*Define adequate progress for each school goal and for the overall school improvement plan when defining adequate progress for school goals; negotiate the definition of adequate progress with the School Board; and notify and request assistance from the School Board when the school fails to make adequate progress on the overall plan.

*Report progress in meeting the goals of the school improvement plan.

*Prepare and distribute information to the public to report the status of implementing the school improvement plan, the performance of students and educational programs, and progress in accomplishing the school goals.

*Make recommendations on the accumulation and reporting of data that is beneficial to parents.

*Serve as a resource for the principal and advise the principal in matters pertaining to the school

program.

*Provide input on the school's annual budget and the use of school improvement funds to assist in the preparation of the school budget.

*Act as a liaison between the school and the community.

Activities of the SAC for the upcoming school year

The main functions for SAC will be to organize opportunities to increase parent involvement and to review fund allocations, schedules, and professional development activities to ensure alignment with SIP focus areas and goals.

Projected use of school improvement funds, including the amount allocated to each project

n/a

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Chad Erickson

Principal

Years as Administrator: 15

Years at Current School: 1

Credentials

MS in Educational Leadership K-12
 Specialist Degree in School Superintendency K-12
 Teacher Certification in Elementary Education grades 1-5 and
 Middle School Education 6-8

Performance Record

Highly Qualified Administrator certified in 2 states; Bay Haven has been a Golden School for 29 years and a 5 Star School for 19 years. Bay Haven has received a state grade of "A" for the 13 years.

Classroom Teachers

of classroom teachers

41

receiving effective rating or higher

0%

Highly Qualified Teachers

100%

certified in-field

, 0%

ESOL endorsed

30, 73%

reading endorsed

1, 2%

with advanced degrees

29, 71%

National Board Certified

0, 0%

first-year teachers

6, 15%

with 1-5 years of experience

13, 32%

with 6-14 years of experience

11, 27%

with 15 or more years of experience

17, 41%

Education Paraprofessionals

of paraprofessionals

Highly Qualified

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

- *Administration walk throughs to drive PLC, Leadership Team and staff meeting discussions regarding best practices, instructional strategies, classroom management and overall trends/patterns
- *PRIDE Evaluation and Discussions
- *SCIP Mentor Program

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The SCIP Mentor Program provides district support and mentors for the first year for all beginning teachers. New teachers are paired with veteran staff whom meet with them weekly to complete a portfolio and offer support. We have no new teacher hires this year.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS team meets weekly to engage in the following activities:

- *review universal screening data and link to instructional decisions
- *review progress monitoring data at the classroom and grade level to identify students who are at risk for not meeting benchmarks
- *problem solve, assist in development of interventions, evaluate implementation, and make decisions/recommendations
- *identify professional development and resources

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The MTSS Leadership Team consists of Chad Erickson, Principal; Jaime Kisner, Assistant Principal Intern; Susan Wilhelm, Counselor; Lois Blackway, ESE teacher; Kathy Gold, Speech and Language Teacher; Joyce Hinkle, ESE Liaison; Jon Mari, School Psychologist; and the Classroom teacher.

The function and responsibility of each member is as follows:

- *School Administration: Provides a common vision for the use of data-based decision making, ensures that the school based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of the intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.
- *Select General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.
- *Exceptional Student Education Teachers: Participates in student data collection, integrates core instructional activities, materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.
- *School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
- *Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.
- *School Counselor: facilitates and supports data collection activities; assists in data analysis; provides information about social/emotional strategies and supports; works with staff to assist in the implementation of the RTI process

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS team is used to help identify those specific students who need assistance and are in student groups identified on the SIP that are in need of improvement while helping to set clear expectations for instruction (Rigor, Relevance, and Relationship). The MTSS problem-solving process is used to correctly identify students, examine the instruction they are receiving and adjust/provide instruction and interventions as necessary to promote student growth in academics as well as social/emotional behavior. The frequent evaluation of student progress by the MTSS team helps ensure that identified students are making progress and that areas of need are being addressed.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Stanford-10 (SAT-10), Florida Comprehensive Assessment Test (FCAT)
 Progress Monitoring: PMRN, LEARN, Curriculum Based Measurement (CBM), FCAT Simulation, STAR, SuccessMaker, District Benchmark Assessments, regularly administered school-based writing prompts
 Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)
 End of Year: FAIR, FCAT, SAT-10
 Frequency of Data Days: twice a month for data analysis

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. The MTSS team will also evaluate additional staff PD needs during the weekly MTSS Leadership Team meetings and providing training as needed. The school-based MTSS Leadership Team will focus on the effective implementation of MTSS/RTI. Continued collaboration regarding data will be encouraged to help support staff with implementing best practices related to student performance.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 33,840

We offer a variety of both academic and enrichment activities that contribute to a well-rounded education. These activities include but are not limited to: Reading and Math tutoring for grades 1-5, violin, chorus, drama, cooking, odyssey of the mind, bricks for kids and dance.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Performance based tasks are presented to demonstrate the effectiveness and skill mastery level of students from each enrichment group. FAIR results, FCAT scores, and classroom assessment data are utilized to determine the effectiveness of academic activities.

Who is responsible for monitoring implementation of this strategy?

School administration

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Chad Erickson	Principal
Jaime Kisner	Assistant Principal Intern
Sarah Nelson	K Team Leader
Meredith Spanellis	1st Grade Team Leader
Angela Ellis	2nd Grade Team Leader
Melissa Owens	3rd Grade Team Leader
Bonnie Brown	4th Grade Team Leader
Laurie Hayes	5th Grade Team Leader
Kim Miles	Specials Team Leader

How the school-based LLT functions

The LLT meets monthly or as needed to determine literacy events, review FAIR data, and create a plan of action based on data results. New trends, research and effective strategies will be shared and disseminated with staff.

Major initiatives of the LLT

School wide events to promote literacy including Book Fair, Sunshine State Readers Awards, Accelerated Reader program with incentives, Literacy night and Build-A-Book night will be planned. PALS volunteers will be recruited to work one-on-one with struggling 1st, 2nd and 3rd grade students.

Continued professional development and discussions regarding implementation of Common Core and the new reading series will also be a priority.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Kindergarten teachers complete a screening of each entering kindergarten student during the summer to determine student readiness, as well as, allow teachers to plan for instruction at appropriate levels. The school offers tours to parents and students which includes a visit to several kindergarten classrooms. A "Meet the Teacher" event is held the Friday before school begins which offers students not only a chance to meet their teacher but also an opportunity to explore their classroom. The Florida Kindergarten Readiness Screener (FLKRS) is administered during the first 30 days of school which provides detailed information in 19 social and academic areas. The Florida Assessment of Instruction in Reading (FAIR) is also administered as part of this screener to determine individual student reading needs. The results allow teachers to differentiate their instruction to meet the needs of all students and increase their success in school. An assembly is also held during the first week of school to introduce staff and share school rules, policies and procedures.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	81%	80%	No	83%
American Indian				
Asian				
Black/African American	63%	65%	Yes	66%
Hispanic	72%		No	75%
White	90%	82%	No	91%
English language learners		50%		
Students with disabilities	66%	53%	No	69%
Economically disadvantaged	68%	71%	Yes	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	69	26%	35%
Students scoring at or above Achievement Level 4	139	53%	57%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	196	75%	77%
Students in lowest 25% making learning gains (FCAT 2.0)	48	73%	77%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	10	83%	79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		63%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	59	69%	73%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	71%	No	80%
American Indian				
Asian				
Black/African American	49%	47%	No	54%
Hispanic	76%	64%	No	78%
White	86%	80%	No	87%
English language learners				
Students with disabilities	63%		No	67%
Economically disadvantaged	63%	57%	No	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	85	33%	37%
Students scoring at or above Achievement Level 4	100	38%	42%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	172	66%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	44	68%	72%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	21%	35%
Students scoring at or above Achievement Level 4	39	50%	54%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	32	7%	5%
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade	4	4%	3%
Students who receive two or more behavior referrals	16	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	16	3%	2%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Approximately 99% of parents will attend general PTO meetings.
Approximately 94% of families will complete volunteer hours.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents will attend general PTO meetings	492	99%	99%
Parents will complete volunteer hours	447	90%	94%

Goals Summary

- G1.** By the year 2014, there will be a minimum of a 4% point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (levels 3,4,5). There will be a minimum of a 2% point increase for Level 3 students where 70% or more are cu
- G2.** By the year 2014, there will be a minimum of a 4% point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of 2% point increase for all student subgroups when 70% or more
- G3.** By the year 2014, there will be a minimum of a 4% point increase in the number of students demonstrating a learning gain in the lowest quartile.
- G4.** By the year 2014, there will be a minimum of a 4% point increase in level 3 students when less than 70% are currently demonstrating proficiency (levels 3, 4, 5). There will be a minimum of 2% points increase when 70% or more are currently demonstrating
- G5.** By the year 2014, there will be a minimum of 4% points increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of 2% points increase for all student groups where 70% or more are
- G6.** By the year 2014, there will be a minimum of a 4% point increase in the number of students demonstrating a learning gain in the lower quartile.
- G7.** By the year 2014, there will be a minimum of a 4% point increase for all student subgroups when less than 70% are currently demonstrating proficiency (levels 3,4,5). There will be a minimum of 2% point increase for all student subgroups when 70% or more
- G8.** By the year 2014, there will be a minimum of 4% point increase for all student subgroups when less than 75% are currently demonstrating 4.0 or higher on the writing essay. There will be a minimum of 2% point increase for all student subgroups when 75%
- G9.** By the year 2014, there will be a reduction of suspensions from the previous year. If the current % of suspensions is <10%, the school will maintain or decrease the %. If the current % is between 11-49%, the school will reduce the % by 5%.

Goals Detail

G1. By the year 2014, there will be a minimum of a 4% point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (levels 3,4,5). There will be a minimum of a 2% point increase for Level 3 students where 70% or more are cu

Targets Supported

- Reading (AMO's, FCAT2.0)

Resources Available to Support the Goal

- Reading Wonders professional development, PLC discussions, literacy nights, after school tutoring

Targeted Barriers to Achieving the Goal

- technology/network support and usage, knowledge/understanding with the depth and complexity of the Common Core State Standards

Plan to Monitor Progress Toward the Goal

Student Achievement and progress monitoring of all students with all teachers

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule:

weekly PLC meetings, quarterly data chat reviews

Evidence of Completion:

final student achievement data

G2. By the year 2014, there will be a minimum of a 4% point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of 2% point increase for all student subgroups when 70% or more

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

Resources Available to Support the Goal

- Reading Wonders professional development, PLC discussions, literacy nights, after school tutoring

Targeted Barriers to Achieving the Goal

- technology/network support and usage, knowledge/understanding with the depth and complexity of the Common Core State Standards

Plan to Monitor Progress Toward the Goal

Student Achievement and progress monitoring of all students with all teachers

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule:

weekly PLC meetings, quarterly data chat reviews

Evidence of Completion:

final student achievement data

G3. By the year 2014, there will be a minimum of a 4% point increase in the number of students demonstrating a learning gain in the lowest quartile.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

Resources Available to Support the Goal

- Reading Wonders professional development, PLC discussions, literacy nights, after school tutoring

Targeted Barriers to Achieving the Goal

- technology/network support and usage, knowledge/understanding with the depth and complexity of the Common Core State Standards, loss of intervention teacher which limits instructional support

Plan to Monitor Progress Toward the Goal

Student Achievement and progress monitoring of all students with all teachers

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule:

weekly PLC meetings, quarterly data chat reviews

Evidence of Completion:

final student achievement data

G4. By the year 2014, there will be a minimum of a 4% point increase in level 3 students when less than 70% are currently demonstrating proficiency (levels 3, 4, 5). There will be a minimum of 2% points increase when 70% or more are currently demonstrating

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0)

Resources Available to Support the Goal

- PLC discussions, math nights, after school tutoring, IXL program

Targeted Barriers to Achieving the Goal

- technology/network support and usage, knowledge/understanding with the depth and complexity of the Common Core State Standards

Plan to Monitor Progress Toward the Goal

Student Achievement and progress monitoring of all students with all teachers

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule:

weekly PLC meetings, quarterly data chat reviews

Evidence of Completion:

final student achievement data

G5. By the year 2014, there will be a minimum of 4% points increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of 2% points increase for all student groups where 70% or more are

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- PLC discussions, math nights, after school tutoring, IXL program

Targeted Barriers to Achieving the Goal

- technology/network support and usage, knowledge/understanding with the depth and complexity of the Common Core State Standards

Plan to Monitor Progress Toward the Goal

Student Achievement and progress monitoring of all students with all teachers

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule:

weekly PLC meetings, quarterly data chat reviews

Evidence of Completion:

final student achievement data

G6. By the year 2014, there will be a minimum of a 4% point increase in the number of students demonstrating a learning gain in the lower quartile.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- PLC discussions, literacy nights, after school tutoring, IXL program, SuccessMaker

Targeted Barriers to Achieving the Goal

- technology/network support and usage, knowledge/understanding with the depth and complexity of the Common Core State Standards, loss of intervention teacher which limits instructional support

Plan to Monitor Progress Toward the Goal

Student Achievement and progress monitoring of all students with all teachers

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule:

weekly PLC meetings, quarterly data chat reviews

Evidence of Completion:

final student achievement data

G7. By the year 2014, there will be a minimum of a 4% point increase for all student subgroups when less than 70% are currently demonstrating proficiency (levels 3,4,5). There will be a minimum of 2% point increase for all student subgroups when 70% or more

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Science Lab with co-teaching model, science fair

Targeted Barriers to Achieving the Goal

- 1. Familiarity with the depth and complexity of Common Core State Standards for Science 2. time management

Plan to Monitor Progress Toward the Goal

data chat review, PLC discussions, feedback from staff

Person or Persons Responsible

Administration

Target Dates or Schedule:

on-going throughout the year

Evidence of Completion:

PLC notes, data chat documents

G8. By the year 2014, there will be a minimum of 4% point increase for all student subgroups when less than 75% are currently demonstrating 4.0 or higher on the writing essay. There will be a minimum of 2% point increase for all student subgroups when 75%

Targets Supported

- Writing

Resources Available to Support the Goal

- 1. Weekly and/or monthly writing prompts 2. Write Score program 3. PLC sessions

Targeted Barriers to Achieving the Goal

- 1. Transition from FCAT to CCSS writing 2. Familiarity with components of CCSS for writing 3. Common grading/scoring rubrics 4. instructional time

Plan to Monitor Progress Toward the Goal

Data chat review, PLC discussions

Person or Persons Responsible

Administration

Target Dates or Schedule:

on-going throughout the school year

Evidence of Completion:

PLC notes, Student achievement data

G9. By the year 2014, there will be a reduction of suspensions from the previous year. If the current % of suspensions is <10%, the school will maintain or decrease the %. If the current % is between 11-49%, the school will reduce the % by 5%.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- school-wide PBS plan

Targeted Barriers to Achieving the Goal

- consistent and effective implementation of PBS, time management

Plan to Monitor Progress Toward the Goal

Review of discipline data to determine trends/patterns, review of data at staff and/or grade level meetings

Person or Persons Responsible

Administration, PBS team

Target Dates or Schedule:

on-going throughout the year

Evidence of Completion:

PBS meeting minutes, PLC notes, staff meeting minutes, school activities calendar, discipline data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. By the year 2014, there will be a minimum of a 4% point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (levels 3,4,5). There will be a minimum of a 2% point increase for Level 3 students where 70% or more are cu

G1.B1 technology/network support and usage, knowledge/understanding with the depth and complexity of the Common Core State Standards

G1.B1.S1 1. Bay Haven will utilize the FAIR assessment to monitor student progress. Discussions will occur at PLC and SWST to review data and create targeted interventions. 2. Teachers will differentiate instruction and provide access to higher text complexity selections. Discussions at PLC will focus IFC alignment, assessments and lesson planning. 3. Bay Haven will implement an after school tutoring program for grades 1-5

Action Step 1

1. Review FAIR reports, benchmark assessment results and progress monitoring spreadsheets to ensure teachers are assessing students, using results to modify groups and instruction, and following the created assessment schedule. 2. Lesson plans will be reviewed during class walk-throughs. 3. Monitor implementation of Common Core and new reading series during observations and class walk-throughs.

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going throughout the school year

Evidence of Completion

1. FAIR data, benchmark assessment results, common class assessment results and progress monitoring spreadsheets 2. focused observations and class walk-throughs 3. PLC and SWST notes 4. Student achievement data

Facilitator:

Administration, district personnel

Participants:

classroom teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S1

observation of differentiated instruction, interventions and best practices

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going throughout the year

Evidence of Completion

data collection, PLC discussions

Plan to Monitor Effectiveness of G1.B1.S1

Student achievement results and teacher feedback

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going throughout the year

Evidence of Completion

data chat reviews, student achievement

G2. By the year 2014, there will be a minimum of a 4% point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of 2% point increase for all student subgroups when 70% or more

G2.B1 technology/network support and usage, knowledge/understanding with the depth and complexity of the Common Core State Standards

G2.B1.S1 1. Bay Haven will utilize the FAIR assessment to monitor student progress. Discussions will occur at PLC and SWST to review data and create targeted interventions. 2. Teachers will differentiate instruction and provide access to higher text complexity selections. Discussions at PLC will focus IFC alignment, assessments and lesson planning. 3. Bay Haven will implement an after school tutoring program for grades 1-5

Action Step 1

1. Review FAIR reports, benchmark assessment results and progress monitoring spreadsheets to ensure teachers are assessing students, using results to modify groups and instruction, and following the created assessment schedule. 2. Lesson plans will be reviewed during class walk-throughs. 3. Monitor implementation of Common Core and new reading series during observations and class walk-throughs.

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going throughout the school year

Evidence of Completion

1. FAIR data, benchmark assessment results, common class assessment results and progress monitoring spreadsheets 2. focused observations and class walk-throughs 3. PLC and SWST notes 4. Student achievement data

Facilitator:

Administration, district personnel

Participants:

classroom teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S1

observation of differentiated instruction, interventions and best practices

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going throughout the year

Evidence of Completion

data collection, PLC discussions

Plan to Monitor Effectiveness of G2.B1.S1

Student achievement results and teacher feedback

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going throughout the year

Evidence of Completion

data chat reviews, student achievement

G3. By the year 2014, there will be a minimum of a 4% point increase in the number of students demonstrating a learning gain in the lowest quartile.

G3.B1 technology/network support and usage, knowledge/understanding with the depth and complexity of the Common Core State Standards, loss of intervention teacher which limits instructional support

G3.B1.S1 1. Bay Haven will utilize the FAIR assessment to monitor student progress. Discussions will occur at PLC and SWST to review data and create targeted interventions. 2. Teachers will differentiate instruction and provide access to higher text complexity selections. Discussions at PLC will focus IFC alignment, assessments and lesson planning. 3. Bay Haven will implement an after school tutoring program for grades 1-5 4. Progress monitored students will use SuccessMaker for minimum of 60 minutes per week. The lowest 25% will be monitored and interventions will be implemented by the classroom teacher as needed

Action Step 1

1. Review SuccessMaker, FAIR reports, benchmark assessment results and progress monitoring spreadsheets to ensure teachers are assessing students, using results to modify groups and instruction, and following the created assessment schedule. 2. Lesson plans will be reviewed during class walk-throughs. 3. Monitor implementation of Common Core and new reading series during observations and class walk-throughs.

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going throughout the school year

Evidence of Completion

1. SuccessMaker reports, FAIR data, benchmark assessment results, common class assessment results and progress monitoring spreadsheets 2. focused observations and class walk-throughs 3. PLC and SWST notes 4. Student achievement data

Facilitator:

Administration

Participants:

classroom teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

observation of differentiated instruction, interventions and best practices

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going throughout the year

Evidence of Completion

data collection, PLC discussions

Plan to Monitor Effectiveness of G3.B1.S1

Student achievement results and teacher feedback

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going throughout the year

Evidence of Completion

data chat reviews, student achievement

G4. By the year 2014, there will be a minimum of a 4% point increase in level 3 students when less than 70% are currently demonstrating proficiency (levels 3, 4, 5). There will be a minimum of 2% points increase when 70% or more are currently demonstrating

G4.B1 technology/network support and usage, knowledge/understanding with the depth and complexity of the Common Core State Standards

G4.B1.S1 1. Teachers will differentiate instruction and provide access to higher text complexity selections. Discussions at PLC will focus IFC alignment, assessments and lesson planning. 2. Utilize common assessments to monitor students and determine the need for interventions or enrichment 3. Bay Haven will implement an after school tutoring program for grades 1-5

Action Step 1

1. Review benchmark assessment results and progress monitoring spreadsheets to ensure teachers are assessing students, using results to modify groups and instruction, and following the created assessment schedule. 2. Lesson plans will be reviewed during class walk-throughs. 3. Monitor implementation of Common Core and use of core curriculum materials during observations and class walk-throughs.

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going throughout the school year

Evidence of Completion

1. Benchmark assessment results, common class assessment results and progress monitoring spreadsheets 2. focused observations and class walk-throughs 3. PLC and SWST notes 4. Student achievement data

Facilitator:

Administration, district personnel

Participants:

classroom teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

observation of differentiated instruction, interventions and best practices

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going throughout the year

Evidence of Completion

data collection, PLC discussions

Plan to Monitor Effectiveness of G4.B1.S1

Student achievement results and teacher feedback

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going throughout the year

Evidence of Completion

data chat reviews, student achievement

G5. By the year 2014, there will be a minimum of 4% points increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of 2% points increase for all student groups where 70% or more are

G5.B1 technology/network support and usage, knowledge/understanding with the depth and complexity of the Common Core State Standards

G5.B1.S1 1. Teachers will differentiate instruction and provide access to higher text complexity selections. Discussions at PLC will focus IFC alignment, assessments and lesson planning. 2. Utilize common assessments to monitor students and determine the need for interventions or enrichment 3. Bay Haven will implement an after school tutoring program for grades 1-5

Action Step 1

1. Review benchmark assessment results and progress monitoring spreadsheets to ensure teachers are assessing students, using results to modify groups and instruction, and following the created assessment schedule. 2. Lesson plans will be reviewed during class walk-throughs. 3. Monitor implementation of Common Core and use of core curriculum materials during observations and class walk-throughs.

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going throughout the school year

Evidence of Completion

1. Benchmark assessment results, common class assessment results and progress monitoring spreadsheets 2. focused observations and class walk-throughs 3. PLC and SWST notes 4. Student achievement data

Facilitator:

Administration, district personnel

Participants:

classroom teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S1

observation of differentiated instruction, interventions and best practices

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going throughout the year

Evidence of Completion

data collection, PLC discussions

Plan to Monitor Effectiveness of G5.B1.S1

Student achievement results and teacher feedback

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going throughout the year

Evidence of Completion

data chat reviews, student achievement

G6. By the year 2014, there will be a minimum of a 4% point increase in the number of students demonstrating a learning gain in the lower quartile.

G6.B1 technology/network support and usage, knowledge/understanding with the depth and complexity of the Common Core State Standards, loss of intervention teacher which limits instructional support

G6.B1.S1 1. Utilize benchmark assessment results, SuccessMaker reports and class assessments to monitor student progress. Discussions will occur at PLC and SWST to review data and create targeted interventions. 2. Teachers will differentiate instruction and provide access to higher text complexity selections. Discussions at PLC will focus IFC alignment, assessments and lesson planning. 3. Bay Haven will implement an after school tutoring program for grades 1-5 4. Progress monitored students will use SuccessMaker for minimum of 45 minutes per week. The lowest 25% will be monitored and interventions will be implemented by the classroom teacher as needed

Action Step 1

1. Review SuccessMaker, benchmark assessment results, common classroom assessment results and progress monitoring spreadsheets to ensure teachers are assessing students, using results to modify groups and instruction, and following the created assessment schedule. 2. Lesson plans will be reviewed during class walk-throughs. 3. Monitor implementation of Common Core and new reading series during observations and class walk-throughs.

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going throughout the school year

Evidence of Completion

1. SuccessMaker reports, benchmark assessment results, common class assessment results and progress monitoring spreadsheets 2. focused observations and class walk-throughs 3. PLC and SWST notes 4. Student achievement data

Facilitator:

Administration, district personnel

Participants:

classroom teachers

Plan to Monitor Fidelity of Implementation of G6.B1.S1

observation of differentiated instruction, interventions and best practices

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going throughout the year

Evidence of Completion

data collection, PLC discussions

Plan to Monitor Effectiveness of G6.B1.S1

Student achievement results and teacher feedback

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going throughout the year

Evidence of Completion

data chat reviews, student achievement

G7. By the year 2014, there will be a minimum of a 4% point increase for all student subgroups when less than 70% are currently demonstrating proficiency (levels 3,4,5). There will be a minimum of 2% point increase for all student subgroups when 70% or more

G7.B1 1. Familiarity with the depth and complexity of Common Core State Standards for Science 2. time management

G7.B1.S1 1. Integrate science across the content areas especially during the ELA block 2. Classroom teachers visit the science lab with their students and co-teach with Science Lab teacher 3. Creative and flexible scheduling to ensure science focus in classroom daily

Action Step 1

Professional development for Reading Wonders, shared planning time of classroom teachers with science lab teacher, science nights

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going throughout the year

Evidence of Completion

training documentation, PLC notes, school events

Facilitator:

Administration, district personnel

Participants:

classroom teachers

Plan to Monitor Fidelity of Implementation of G7.B1.S1

classroom walk-through and observation data regarding integration of science across the content areas and science lab co-teaching model, PLC discussions, participation in science events, professional development

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going throughout the school year

Evidence of Completion

Student achievement data, training logs, PLC notes

Plan to Monitor Effectiveness of G7.B1.S1

data chat review,

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going throughout the year

Evidence of Completion

Student achievement data

G8. By the year 2014, there will be a minimum of 4% point increase for all student subgroups when less than 75% are currently demonstrating 4.0 or higher on the writing essay. There will be a minimum of 2% point increase for all student subgroups when 75%

G8.B1 1. Transition from FCAT to CCSS writing 2. Familiarity with components of CCSS for writing 3. Common grading/scoring rubrics 4. instructional time

G8.B1.S1 1. PD on CCSS and incorporating writing across the content areas 2. PLC discussions 3. master schedule includes daily writing time 4. training and discussions about best practices for writing and scoring

Action Step 1

Evaluation of progress on weekly/monthly writing prompts, development of grade level writing benchmarks and rubrics, ongoing professional development and discussion of writing strategies and implementation of CCSS

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going throughout the school year

Evidence of Completion

Benchmark writing results, PLC notes, results of weekly/monthly prompts

Facilitator:

Administration

Participants:

classroom teachers

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Monitor progress of weekly/monthly writing prompts, on-going collaboration of grade level teams

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going throughout the year

Evidence of Completion

PLC notes, Benchmark results, Writing prompt scores

Plan to Monitor Effectiveness of G8.B1.S1

Student achievement data, teacher feedback

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going throughout the school year

Evidence of Completion

Student achievement data, benchmark assessment results

G9. By the year 2014, there will be a reduction of suspensions from the previous year. If the current % of suspensions is <10%, the school will maintain or decrease the %. If the current % is between 11-49%, the school will reduce the % by 5%.

G9.B1 consistent and effective implementation of PBS, time management

G9.B1.S1 Use of common school language, clearly communicated expectations, school-wide recognition program for positive behavior

Action Step 1

Review school-wide expectations with students, review PBS procedures and expectations with staff, PLC discussions, use of school wide recognition program

Person or Persons Responsible

Administration, PBS team

Target Dates or Schedule

on-going throughout the school year

Evidence of Completion

PLC notes, staff meeting minutes, school activities calendar, school news broadcasts

Facilitator:

Administration, PBS team

Participants:

School wide

Plan to Monitor Fidelity of Implementation of G9.B1.S1

School-wide discipline data analyzed and reviewed quarterly

Person or Persons Responsible

Administration, PBS team

Target Dates or Schedule

on-going throughout the school year

Evidence of Completion

Discipline data, office response system, staff meeting minutes

Plan to Monitor Effectiveness of G9.B1.S1

Reduction in number of referrals, staff feedback, continuous analysis of discipline data to determine school wide implementation, parent/student/staff surveys

Person or Persons Responsible

Administration, PBS team

Target Dates or Schedule

on-going throughout the school year

Evidence of Completion

discipline data, office response system, survey results

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Due to the school's socio-economic status, we do not directly receive funds or participate in the above mentioned programs. Any funds received or requested are utilized for professional development and to increase overall student achievement.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. By the year 2014, there will be a minimum of a 4% point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (levels 3,4,5). There will be a minimum of a 2% point increase for Level 3 students where 70% or more are cu

G1.B1 technology/network support and usage, knowledge/understanding with the depth and complexity of the Common Core State Standards

G1.B1.S1 1. Bay Haven will utilize the FAIR assessment to monitor student progress. Discussions will occur at PLC and SWST to review data and create targeted interventions. 2. Teachers will differentiate instruction and provide access to higher text complexity selections. Discussions at PLC will focus IFC alignment, assessments and lesson planning. 3. Bay Haven will implement an after school tutoring program for grades 1-5

PD Opportunity 1

1. Review FAIR reports, benchmark assessment results and progress monitoring spreadsheets to ensure teachers are assessing students, using results to modify groups and instruction, and following the created assessment schedule. 2. Lesson plans will be reviewed during class walk-throughs. 3. Monitor implementation of Common Core and new reading series during observations and class walk-throughs.

Facilitator

Administration, district personnel

Participants

classroom teachers

Target Dates or Schedule

on-going throughout the school year

Evidence of Completion

1. FAIR data, benchmark assessment results, common class assessment results and progress monitoring spreadsheets 2. focused observations and class walk-throughs 3. PLC and SWST notes 4. Student achievement data

G2. By the year 2014, there will be a minimum of a 4% point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of 2% point increase for all student subgroups when 70% or more

G2.B1 technology/network support and usage, knowledge/understanding with the depth and complexity of the Common Core State Standards

G2.B1.S1 1. Bay Haven will utilize the FAIR assessment to monitor student progress. Discussions will occur at PLC and SWST to review data and create targeted interventions. 2. Teachers will differentiate instruction and provide access to higher text complexity selections. Discussions at PLC will focus IFC alignment, assessments and lesson planning. 3. Bay Haven will implement an after school tutoring program for grades 1-5

PD Opportunity 1

1. Review FAIR reports, benchmark assessment results and progress monitoring spreadsheets to ensure teachers are assessing students, using results to modify groups and instruction, and following the created assessment schedule. 2. Lesson plans will be reviewed during class walk-throughs. 3. Monitor implementation of Common Core and new reading series during observations and class walk-throughs.

Facilitator

Administration, district personnel

Participants

classroom teachers

Target Dates or Schedule

on-going throughout the school year

Evidence of Completion

1. FAIR data, benchmark assessment results, common class assessment results and progress monitoring spreadsheets 2. focused observations and class walk-throughs 3. PLC and SWST notes 4. Student achievement data

G3. By the year 2014, there will be a minimum of a 4% point increase in the number of students demonstrating a learning gain in the lowest quartile.

G3.B1 technology/network support and usage, knowledge/understanding with the depth and complexity of the Common Core State Standards, loss of intervention teacher which limits instructional support

G3.B1.S1 1. Bay Haven will utilize the FAIR assessment to monitor student progress. Discussions will occur at PLC and SWST to review data and create targeted interventions. 2. Teachers will differentiate instruction and provide access to higher text complexity selections. Discussions at PLC will focus IFC alignment, assessments and lesson planning. 3. Bay Haven will implement an after school tutoring program for grades 1-5 4. Progress monitored students will use SuccessMaker for minimum of 60 minutes per week. The lowest 25% will be monitored and interventions will be implemented by the classroom teacher as needed

PD Opportunity 1

1. Review SuccessMaker, FAIR reports, benchmark assessment results and progress monitoring spreadsheets to ensure teachers are assessing students, using results to modify groups and instruction, and following the created assessment schedule. 2. Lesson plans will be reviewed during class walk-throughs. 3. Monitor implementation of Common Core and new reading series during observations and class walk-throughs.

Facilitator

Administration

Participants

classroom teachers

Target Dates or Schedule

on-going throughout the school year

Evidence of Completion

1. SuccessMaker reports, FAIR data, benchmark assessment results, common class assessment results and progress monitoring spreadsheets 2. focused observations and class walk-throughs 3. PLC and SWST notes 4. Student achievement data

G4. By the year 2014, there will be a minimum of a 4% point increase in level 3 students when less than 70% are currently demonstrating proficiency (levels 3, 4, 5). There will be a minimum of 2% points increase when 70% or more are currently demonstrating

G4.B1 technology/network support and usage, knowledge/understanding with the depth and complexity of the Common Core State Standards

G4.B1.S1 1. Teachers will differentiate instruction and provide access to higher text complexity selections. Discussions at PLC will focus IFC alignment, assessments and lesson planning. 2. Utilize common assessments to monitor students and determine the need for interventions or enrichment 3. Bay Haven will implement an after school tutoring program for grades 1-5

PD Opportunity 1

1. Review benchmark assessment results and progress monitoring spreadsheets to ensure teachers are assessing students, using results to modify groups and instruction, and following the created assessment schedule. 2. Lesson plans will be reviewed during class walk-throughs. 3. Monitor implementation of Common Core and use of core curriculum materials during observations and class walk-throughs.

Facilitator

Administration, district personnel

Participants

classroom teachers

Target Dates or Schedule

on-going throughout the school year

Evidence of Completion

1. Benchmark assessment results, common class assessment results and progress monitoring spreadsheets 2. focused observations and class walk-throughs 3. PLC and SWST notes 4. Student achievement data

G5. By the year 2014, there will be a minimum of 4% points increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of 2% points increase for all student groups where 70% or more are

G5.B1 technology/network support and usage, knowledge/understanding with the depth and complexity of the Common Core State Standards

G5.B1.S1 1. Teachers will differentiate instruction and provide access to higher text complexity selections. Discussions at PLC will focus IFC alignment, assessments and lesson planning. 2. Utilize common assessments to monitor students and determine the need for interventions or enrichment 3. Bay Haven will implement an after school tutoring program for grades 1-5

PD Opportunity 1

1. Review benchmark assessment results and progress monitoring spreadsheets to ensure teachers are assessing students, using results to modify groups and instruction, and following the created assessment schedule. 2. Lesson plans will be reviewed during class walk-throughs. 3. Monitor implementation of Common Core and use of core curriculum materials during observations and class walk-throughs.

Facilitator

Administration, district personnel

Participants

classroom teachers

Target Dates or Schedule

on-going throughout the school year

Evidence of Completion

1. Benchmark assessment results, common class assessment results and progress monitoring spreadsheets 2. focused observations and class walk-throughs 3. PLC and SWST notes 4. Student achievement data

G6. By the year 2014, there will be a minimum of a 4% point increase in the number of students demonstrating a learning gain in the lower quartile.

G6.B1 technology/network support and usage, knowledge/understanding with the depth and complexity of the Common Core State Standards, loss of intervention teacher which limits instructional support

G6.B1.S1 1. Utilize benchmark assessment results, SuccessMaker reports and class assessments to monitor student progress. Discussions will occur at PLC and SWST to review data and create targeted interventions. 2. Teachers will differentiate instruction and provide access to higher text complexity selections. Discussions at PLC will focus IFC alignment, assessments and lesson planning. 3. Bay Haven will implement an after school tutoring program for grades 1-5 4. Progress monitored students will use SuccessMaker for minimum of 45 minutes per week. The lowest 25% will be monitored and interventions will be implemented by the classroom teacher as needed

PD Opportunity 1

1. Review SuccessMaker, benchmark assessment results, common classroom assessment results and progress monitoring spreadsheets to ensure teachers are assessing students, using results to modify groups and instruction, and following the created assessment schedule. 2. Lesson plans will be reviewed during class walk-throughs. 3. Monitor implementation of Common Core and new reading series during observations and class walk-throughs.

Facilitator

Administration, district personnel

Participants

classroom teachers

Target Dates or Schedule

on-going throughout the school year

Evidence of Completion

1. SuccessMaker reports, benchmark assessment results, common class assessment results and progress monitoring spreadsheets 2. focused observations and class walk-throughs 3. PLC and SWST notes 4. Student achievement data

G7. By the year 2014, there will be a minimum of a 4% point increase for all student subgroups when less than 70% are currently demonstrating proficiency (levels 3,4,5). There will be a minimum of 2% point increase for all student subgroups when 70% or more

G7.B1 1. Familiarity with the depth and complexity of Common Core State Standards for Science 2. time management

G7.B1.S1 1. Integrate science across the content areas especially during the ELA block 2. Classroom teachers visit the science lab with their students and co-teach with Science Lab teacher 3. Creative and flexible scheduling to ensure science focus in classroom daily

PD Opportunity 1

Professional development for Reading Wonders, shared planning time of classroom teachers with science lab teacher, science nights

Facilitator

Administration, district personnel

Participants

classroom teachers

Target Dates or Schedule

on-going throughout the year

Evidence of Completion

training documentation, PLC notes, school events

G8. By the year 2014, there will be a minimum of 4% point increase for all student subgroups when less than 75% are currently demonstrating 4.0 or higher on the writing essay. There will be a minimum of 2% point increase for all student subgroups when 75%

G8.B1 1. Transition from FCAT to CCSS writing 2. Familiarity with components of CCSS for writing 3. Common grading/scoring rubrics 4. instructional time

G8.B1.S1 1. PD on CCSS and incorporating writing across the content areas 2. PLC discussions 3. master schedule includes daily writing time 4. training and discussions about best practices for writing and scoring

PD Opportunity 1

Evaluation of progress on weekly/monthly writing prompts, development of grade level writing benchmarks and rubrics, ongoing professional development and discussion of writing strategies and implementation of CCSS

Facilitator

Administration

Participants

classroom teachers

Target Dates or Schedule

on-going throughout the school year

Evidence of Completion

Benchmark writing results, PLC notes, results of weekly/monthly prompts

G9. By the year 2014, there will be a reduction of suspensions from the previous year. If the current % of suspensions is <10%, the school will maintain or decrease the %. If the current % is between 11-49%, the school will reduce the % by 5%.

G9.B1 consistent and effective implementation of PBS, time management

G9.B1.S1 Use of common school language, clearly communicated expectations, school-wide recognition program for positive behavior

PD Opportunity 1

Review school-wide expectations with students, review PBS procedures and expectations with staff, PLC discussions, use of school wide recognition program

Facilitator

Administration, PBS team

Participants

School wide

Target Dates or Schedule

on-going throughout the school year

Evidence of Completion

PLC notes, staff meeting minutes, school activities calendar, school news broadcasts

Appendix 2: Budget to Support School Improvement Goals