

Bay District Schools

# Deer Point Elementary School



## 2015-16 School Improvement Plan

## Deer Point Elementary School

4800 HIGHWAY 2321, Panama City, FL 32404

[ no web address on file ]

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)</b>
Elementary	No	41%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate (Reported as Non-white on Survey 2)</b>
No	No	14%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	B*	B	A	C

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Bay County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>19</b>
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	21
<b>Appendix 1: Implementation Timeline</b>	<b>26</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>27</b>
Professional Development Opportunities	28
Technical Assistance Items	30
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## 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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Deer Point Elementary will work collaboratively to ensure the success of all students through engaging and relevant learning activities.

##### **Provide the school's vision statement**

Deer Point Anglers are respectful, independent and responsible learners.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Deer Point teachers use interest inventories completed by students and parents. Student background information sheets are sent home to be completed by families. Student work is shared in the classroom and displayed in the hallway, thus encouraging school-wide relationship building. Teachers also gather information from parent conferences, phone conversations, and information stored in FOCUS. The guidance counselor screens students for ESOL services, provides information to parents and teachers, and facilitates meetings to ensure students feel comfortable within the school environment. Before the first day of school, Deer Point offers an orientation for parents and students to meet the teacher and visit classrooms. Deer Point provides an Open House for families as a way for families to see student's classroom and work. Students have the opportunity to participate in a variety of after-school clubs. Art Night is used to encourage art. A fall festival, book fairs, STEM Night, and various musical performances are used to promote family participation.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Supervision is provided in the morning and in the afternoon. C.A.S.T. expectations are developed by the students within each classroom and are revisited as needed. Students earn Angler Bucks for exhibiting C.A.S.T. expectations. Lynn Haven Police Department and Bay District School Officers spend time on campus, in classrooms, and meeting with students. There is only one point of entry on the campus. Students participate in fire drills, evacuation drills, and lock-down practices. Teachers walk students to afternoon dismissal. Teachers put students on the buses and in vehicles. If a new adult is picking up a student, they must present proper identification. When entering the building, adults must present proper identification, sign-in, and receive a badge. Teachers practice procedures throughout the year. Every classroom has a Safety Plan.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Students follow C.A.S.T. expectations (Control Yourself, Act Respectfully, Show Citizenship, Take Responsibility). Students develop C.A.S.T. expectations in each classroom. Teachers use Positive Behavior Support (PBS) to promote positive behaviors school-wide. Pep Rallies are used to promote excitement for positive behaviors and big events are planned as a reward for students who earn the Angler bucks. PBS Training is provided for teachers and support staff. Using student-developed



C.A.S.T. expectations, teachers write a Classroom Management Plan. Whenever possible, teachers manage classroom behaviors. Office discipline referrals are used when behaviors cannot be managed in the classroom and distract student learning. Each classroom has a PBS reward system to promote positive behaviors.

Office Discipline Referrals and Parent Alerts are tied to Focus/Parent Portal. ESE and Autism teachers receive CPI training.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Counseling is available to students before, during, and after school. Bullying education is provided in the classrooms. Resources for bullying are on the guidance website. Friend Watch is used by each school within our district to provide an outlet for students who are concerned about bullying. A Guidance Mailbox is used by students to communicate concerns or issues with other students or in their home life. Conflict Resolution strategies are taught in the classroom. A Military Counselor is on site to provide counseling for children of military parents. Guidance Counselors provide parents with community resources outside of the school. Community partners help with food, clothing, and mentoring.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Deer Point Elementary meets monthly with the MTSS (Multi-Tiered System of Supports) team to discuss students who are currently in the MTSS process and those that are yet to be identified. See below.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	31	11	12	10	10	9	83
One or more suspensions	4	1	1	2	2	7	17
Course failure in ELA or Math	0	0	2	0	1	3	6
Level 1 on statewide assessment	0	0	0	26	15	20	61

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level					Total
	K	2	3	4	5	
Students exhibiting two or more indicators	3	1	3	3	8	18

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

School-based MTSS Team

Rebecca Reeder (Principal): Provides guidance to the team; ensures that all teachers make data-

based decisions for differentiating instruction and interventions; monitors implementation of effective interventions; and provides staff development on the needs of students. Kelli Creamer/Thomas Winterman (Guidance): Provides staff development on appropriate interventions; assists teachers in formulating intervention strategies; provides teacher/student support for emotional and academic concerns; attends monthly district MTSS meetings and shares information with teachers; and oversees the school's data team. Nancy Tilghman/Allison Stettler (Speech/Language Pathologist): Assists in the selection of screening measures and data collection; assists in monitoring implementation of appropriate and effective interventions. Sherry McCullough/Amanda Roberts (MTSS-STSS): Provides support to teachers for the MTSS process; performs classroom observations on students in the MTSS process; attends site-based meeting; assists with data input and analysis; and informs teachers and staff of all updates/changes to the MTSS process. Kim Lee (Kindergarten Representative): Provides core curriculum expertise; ensures interventions are being used appropriately; assists in monitoring student data; and makes suggestions for effective interventions based on student need. Judy McCormick (1st Grade Representative): Provides core curriculum expertise; ensures interventions are being used appropriately, assists in monitoring student data; and makes suggestions for effective interventions based on student need. Jillian Knight (2nd Grade Representative): Provides core curriculum expertise; ensures interventions are being used appropriately, assists in monitoring student data; and makes suggestions for effective interventions based on student need. Jana Walker (3rd Grade Representative): Provides core curriculum expertise; ensures interventions are being used appropriately, assists in monitoring student data; and makes suggestions for effective interventions based on student need. Lana Larson (4th Grade Representative): Provides core curriculum expertise; ensures interventions are being used appropriately, assists in monitoring student data; and makes suggestions for effective interventions based on student need. Stacy Thomason (5th Grade Representative): Provides core curriculum expertise; ensures interventions are being used appropriately; assists in monitoring student data; and makes suggestions for effective interventions based on student need. Amy Roberts (ESE/Autism Representative): Provides core curriculum expertise; ensures interventions are being used appropriately; assists in monitoring student data; and makes suggestions for effective interventions based on student need.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### **Description**

Weekly newsletters, Parent Portal school-wide emails, and IRIS alerts, in addition to school and classroom websites, will provide families a variety of means by which they may become informed of school events. Numerous events are planned throughout the year to encourage parents to participate in the life of the school:

- \* Musical performances for all grade levels
- \* Art nights
- \* A fall and a spring Book Fair
- \* Thanksgiving and Christmas lunches

- \* AFIT (a parent teacher organization)
- \* Market Days - giving students the opportunity to make items for sale to families
- \* Fun Run (5K, 10K and 1 mile run)
- \* STEM Night
- \* Chick-Fil-A Spirit Nights, Whataburger, Chill Yogurt Spirit Night throughout the year
- \* Fall Festival

The district's Parent Portal provides families with real time information regarding student achievement and attendance. Each family is required to establish an account through which they may view students grades and communicate with teachers.

Conferences are regularly scheduled with families to discuss academic, social, behavioral, and attendance concerns. Parent contact is encouraged through a number of methods including Parent Portal, emails, phone and mail.

### **Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Deer Point builds and sustains partnerships with the local community partner to secure and utilize resources to support the school and student achievement.

Hiland Park Baptist Church-provides food bags for students in need for weekends

Deer Point Lake Assembly of God-provides school supplies for students in need

Creamer's Tree Services- provides bucket truck for science experiment day

GRPB Services- power washed our school

Sam's Club-provides gift certificates for Positive Behavior Support (PBS) events

Chill- Fundraising for PBS events with yogurt cart and supplies certificates for achievement for honor roll

Whataburger- Spirit Nights

Chick-Fil-A- Spirit Nights

Luigi BG's- certificates for student of the month

Sonny's BBQ- Certificates, bags and stickers for "The Big Deal" student of the week

Sweet Frogs- community outreach for fundraising, teacher incentives, coupons for honor roll and field trips

Newk's- supplies honor roll certificates and teacher incentives

Subway- provides food and supplies for teachers

Tutor Doctor of the Emerald Coast- provides food and beverages for teachers pre planning

Golden Corral- student incentive cards and honor roll certificates

Skate Factory- honor roll certificates and incentives

Shuckums- certificates for honor roll

Skate Factory- certificates for student of month and honor roll

Tilghman Accounting and Tax Services- financial resources

Junior Service League- provides clothing for students in need

Women's Auxiliary- student of the month flags for 3rd graders

???- new flag or campus and backpacks of supplies for students at beginning of the year

### **Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### **School Leadership Team**

#### **Membership:**

Name	Title
Reeder, Rebecca	Principal
Anderson, Serenity	Assistant Principal
Creamer, Kelli	Guidance Counselor
McCormick, Judith	Teacher, K-12
Lee, Kim	Teacher, K-12
Roberts, Amy	Teacher, K-12
Walker, Jana	Teacher, K-12
Thomason, Stacy	Teacher, K-12
Knight, Jillian	Teacher, K-12
Larson, Lana	Teacher, K-12
Schmidt, Dee	Instructional Coach
Tucker, Brandi	Instructional Coach
Williams, Ashley	Teacher, K-12

### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Rebecca Reeder serves as the principal at Deer Point Elementary. She ensures that all teachers have the necessary materials and training in order to teach effective lessons. She monitors lesson plans and meets with the teachers three times a year to monitor the academic progress of all students. Mrs. Reeder is responsible for the teacher and support evaluations per Bay District Schools. She relays important district initiatives to the staff in a timely manner at monthly faculty meetings. Another one of her responsibilities is the hiring and retention of good staff. Mrs. Reeder also meets with the SAC and AFIT committees.

Serenity Anderson serves as the Assistant Administrator at Deer Point Elementary School. Serenity works along with Mrs. Reeder to make sure that all of the teachers have the materials necessary to teach effective lessons. Mrs. Anderson assists Mrs. Reeder with the teacher and support evaluations. She oversees the morning and afternoon student drop off and pick up areas. She works with scheduling of special events that occur throughout the year. Mrs. Anderson also helps the teachers with discipline referrals. She meets with the student and contacts the parents when students have had a discipline referral. She also meets with the SAC and AFIT committee.

Kelli Creamer and Thomas Winterman are the guidance counselors at Deer Point Elementary School. They monitor all of the MTSS students and sit in on the monthly MTSS meeting to track students' performance. They also monitor attendance of students and provide incentives for students to increase attendance goals. Kelli and Thomas also take care of all guidance-related issues.

Included on the team are grade chairs for each grade level (Kim Lee, Judith McCormick, Jillian Knight, Jana Walker, Lana Larson, Stacy Thomason, Ashley Williams, Amy Roberts). These teachers meet with members of their curriculum teams at least once a month to discuss school-wide data and discuss ideas of ways to help improve the students' learning. They also meet with the SAC committee to inform them of any new initiatives.

This year Deer Point has the privilege of two instructional coaches that are assigned to the school for English Language Arts and Math. Dee Schmidt (ELA) and Brandi Tucker (Math) are district coaches that alternate weeks at Deer Point to provide assistance through instructional coaching to the teachers in their content areas. They both work closely with teachers analyzing data, planning lessons, researching best practices and locating resources.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The MTSS problem solving process: plan, act, do is recursive. Data will be used to drive decisions and determine goals for the SIP. Data used will consist of FCAT/FSA, MAP, DAR, John's, etc.  
 Title II: Bay District Schools Office of Staff Development provides the school with staff development opportunities, materials, and resources related to increasing student achievement as requested. Bay District Schools Office of Staff Development also provides Staff Training Specialists to deliver staff development for instructional staff and administrators.  
 Title III: District funds are used to provide supplemental materials and computer software to support English Language Learners (ELL).  
 Title X: Bay District provides resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Tina Corbin	Parent
Denise Gay	Education Support Employee
Brooke Powell	Parent
Terri Kyle	Parent
Julie McConnell	Business/Community
Jane Korkoske	Parent
Harvey Weir	Parent
Ilea Faircloth	Parent
Rebecca Reeder	Principal
Stacy Watson	Teacher
Hilda Hernandez	Parent

**Duties**

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

SAC meets four times per year to evaluate the school improvement plan and implementation. The stakeholders hear from each achievement team leader regarding the academic portions of the plan and the PBS team leader to address the behavior plan as well. The climate survey data is reviewed. The stakeholders offer suggestions, give feedback and offer assistance through community partnerships where available. At the final meeting, available student achievement data, the team reviews the plan and progress made towards the goals that were set. If achievement data is not available at that time a meeting is scheduled before the election of new team members to review the progress of the previous year's plan. This aides the team in making decisions for the upcoming year and new goals.

*Development of this school improvement plan*

SAC meets in the spring, as scores are released, and fall, when the SIP is written and after school grades are released, to analyze data including FCAT/FSA scores, MAP assessment data, PLUS2 data and results, climate survey results, attendance and behavior data. SAC oversees the implementation of the SIP during the four scheduled meetings held throughout the year. SAC approved the SIP at its first meeting on October 19, 2015.

*Preparation of the school's annual budget and plan*

SAC reviews the proposed budget prior to its approval.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

Brain Pop and Brain Pop Jr computer software for all students.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Knight, Jillian	Teacher, K-12
Lee, Kim	Teacher, K-12
Anderson, Serenity	Assistant Principal
Roberts, Amy	Teacher, ESE
McCormick, Judith	Teacher, K-12
Walker, Jana	Teacher, K-12
Larson, Lana	Teacher, K-12
Thomason, Stacy	Teacher, K-12
Reeder, Rebecca	Principal
Schmidt, Dee	Instructional Coach

**Duties**

**Describe how the LLT promotes literacy within the school**

The LLT helps to promote literacy at all grade levels and create school-wide writing expectations and rubrics that support the district's Six-Traits writing initiative. The school participates in Celebrate Literacy Week and holds 2 yearly book fairs to promote literacy. K-2 students participate in story time each week with the media specialist and 3-5 grades participate in media research. Take home libraries are sent home with K-2 students on a weekly basis. Our district purchased an online reading library distributor for all students called OVERDRIVE where students can download books to an electronic device.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).



**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Deer Point Elementary strives to encourage a positive working relationship between teachers, including collaborative planning and instruction. Professional Learning Communities (PLC's) are used to assist teachers in teaching publicly and collaboratively. The administration created a schedule that allowed for the teachers to have a 30 minute lunch together followed by their Special Area to allow more time for the teachers to collectively plan and discuss grade level concerns. Deer Point is participating in the district PLC initiative and each PLC meets weekly in the Media Center after school to analyze data, plan instruction and create common assessments. The Social Committee at Deer Point strives to plan events to promote positive working relationships through socials, paint parties and outside of school events.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

The principal and assistant principal will hire only highly qualified personnel whenever possible. Attention will be given to teachers with endorsements such as Gifted, Reading and ESOL, as well as multiple certifications such as K-6, Middle Grades, and ESE. Teachers will be supported through the BDS teacher induction program as well as various district and school sponsored professional development opportunities. New teachers will be provided opportunities to visit classrooms to observe quality instruction. Classroom walk-throughs will be ongoing, providing teachers with quality feedback and opportunities for improvement.

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

We partner new teachers and teachers new to the district with effective teachers to assist them with BDS requirements and Deer Point expectations. We look at the new teacher's needs based on observations, meetings with their grade level chairs and prior experiences if any in other districts to make decisions on the pairings of teachers and mentors. Bay District Schools also provides new teachers with a classroom coach to assist teachers in more specific areas of need. The district mentor makes contact with the administrators or teachers to set up meeting times. The district level mentor teacher can observe, provide feedback, model lessons and provide professional development to new teachers as well. Bay District Schools have provided each school with instructional coaches for all teachers in ELA and Math.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The school ensures its core instructional programs and materials are aligned to Florida's standards through the district adoption of curriculum that was approved by the state of Florida for English Language Arts to meet the Florida Standards. For Math, the previous adoption is still in place and the publisher has modified and provided materials that are Florida Standards aligned. At the district level, curriculum guides and (YAG)- Year At A Glance documents have been created and provided to teachers for all subject areas aligned to the standards.

As a district initiative, we continue to implement PLC's at all grade levels which allows teachers the time and opportunity to dig into the curriculum, the assessments and resources to ensure that all materials are standards aligned. Teachers at Deer Point are required to provide lesson plans on the computer I drive for the administration to check and ensure that aligned instructional programs and

materials are being used. Classroom Walk-Throughs on a weekly basis are also a method administration uses to ensure curriculum materials that are aligned are being used.

### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

At Deer Point Elementary, we use data to provide and differentiate instruction to meet the diverse needs of student in multiple ways. Instruction is modified and supplemented throughout the course of the day and in different subject areas to assist students who are having difficulty attaining the proficient level on assessments. One way our teachers use the data to drive instruction is in their PLC time each week where they analyze the data on the assessments K through 5. Teachers at each grade level use common assessments, MAP, diagnostic assessments (WSS in K and Number Sense screener) and formative assessments to drive their formation instructional groups.

Teachers are asked to keep a data notebook that is used to record data for each student to be shared with administration 3 times per year, at parent conferences, retention and promotion meetings and MTSS grade level meetings. This notebooks provides documentation on the progression of the standards and mastery for each student at a glance. This student data sheet is then placed in the student record for the teacher for the following year to begin with collecting data. Teacher will document guided reading levels, writing monthly progression, FCAT/FSA and MAP data as well as other pertinent information as a snapshot of the student and their data.

For students who are meeting mastery of the standards based on the data, then teachers provide enrichment to better meet the needs of the students. The guidance counselor will complete guidance screeners- gifted, DAR, academic and achievement screeners, ESOL screeners for students who show a need or have data to document a need.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Summer Program

**Minutes added to school year:** 4,800

The program is designed for struggling second graders and third graders who score a level 1 on the state assessment. Students meet four days a week for four weeks, five hours each day. The instruction is focused on strengthening reading skills.

#### ***Strategy Rationale***

To decrease the achievement gap that occurs due to summer learning loss.

#### ***Strategy Purpose(s)***

- Core Academic Instruction

#### ***Person(s) responsible for monitoring implementation of the strategy***

Reeder, Rebecca, reederl@bay.k12.fl.us

#### ***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

The MAP is administered to third graders to determine proficiency of grade level ELA standards. Student portfolios also monitor the mastery of grade level ELA standards. Second grade students are monitored through formative assessments and classroom observations made by the teacher.



**Strategy: After School Program**

**Minutes added to school year: 1,080**

Third through fifth grade students are given the opportunity to participate in an after school club consisting of athletic activities, music, art, drama, cooking, or engineering.

**Strategy Rationale**

To support and encourage students' individual interests above and beyond the regular school day.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Reeder, Rebecca, reederl@bay.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Student climate surveys will be analyzed.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Regular education teachers work in tandem with preschool teachers to ensure a smooth transition into kindergarten. Onsite preschool teachers attend all faculty meetings and participate in school-wide learning opportunities to ensure that they understand the rigor of Florida Standards and expectations of regular education. Kindergarten students are administered the FLKRS (WSS) assessment and Number Sense Screener to evaluate student readiness. Kindergarten teachers relay information gathered from the assessments to preschool teachers for future improvements in curriculum. At the end of each year, Pre-K students rotate through the kindergarten classrooms in order to familiarize themselves with the new surroundings, expectations, and teachers. Fifth grade students are given the opportunity to participate in middle school visits to become familiar with the campus and expectations. Transition meetings are held at the end of each school year to ensure that student needs will be met in their new school setting.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

NA

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

NA

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

NA

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

NA

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Implementing professional learning communities and common assessments will allow for school-wide consistency and therefore an increase in student achievement.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. Implementing professional learning communities and common assessments will allow for school-wide consistency and therefore an increase in student achievement.** 1a

G070232

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	55.0
FCAT 2.0 Science Proficiency	60.0
ELA/Reading Lowest 25% Gains	55.0
FSA Mathematics - Achievement	67.0
FSA English Language Arts - Achievement	72.0
Math Gains	79.0
ELA/Reading Gains	63.0
AMO Reading - African American	
AMO Reading - White	
AMO Reading - ED	

**Resources Available to Support the Goal** 2

- Learning by Doing Book Study with School Leadership Team
- Instructional Coach, Dee Schmidt/Brandi Tucker
- PLC Days (4 Days)
- Teach/Learn Like a Pirate

**Targeted Barriers to Achieving the Goal** 3

- Time & Content Knowledge

**Plan to Monitor Progress Toward G1.** 8

MAP

**Person Responsible**

Rebecca Reeder

**Schedule**

Semiannually, from 9/1/2015 to 6/3/2016

**Evidence of Completion**

MAP and/or common assessment data will be used to drive instruction in ELA, Mathematics, and Science.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** Implementing professional learning communities and common assessments will allow for school-wide consistency and therefore an increase in student achievement. **1**

 G070232

**G1.B1** Time & Content Knowledge **2**

 B182838

**G1.B1.S1** Implement Professional Learning Communities and Common Assessments. **4**

 S194619

### Strategy Rationale

Implementing Professional Learning Communities and Common Assessments are two researched based activities that raise student achievement (DuFour and 5 Essentials for School Improvement)

### Action Step 1 **5**

PLC Pre-K-5, SA, Student Services, ESE

#### Person Responsible

Rebecca Reeder

#### Schedule

Weekly, from 9/1/2015 to 6/3/2016

#### Evidence of Completion

Grade Level PLC Meeting Minutes, Data

**Action Step 2** 5

PLC Days to develop curriculum and assessments

**Person Responsible**

Rebecca Reeder

**Schedule**

Quarterly, from 9/1/2015 to 6/3/2016

**Evidence of Completion**

Signin Sheets, Common Assessment Samples

**Action Step 3** 5

SBLT Learning by Doing Book Study

**Person Responsible**

Rebecca Reeder

**Schedule**

Monthly, from 9/1/2015 to 6/3/2016

**Evidence of Completion**

Sign-in Sheets, PLC Minute Form

**Action Step 4** 5

Scheduling Common Planning/Common Lunch

**Person Responsible**

Rebecca Reeder

**Schedule**

On 6/3/2016

**Evidence of Completion**

Master Schedule

**Plan to Monitor Fidelity of Implementation of G1.B1.S1 6**

Admin participation in PLC

**Person Responsible**

Serenity Anderson

**Schedule**

Monthly, from 9/1/2015 to 6/3/2016

**Evidence of Completion**

PLC Minute Form/Agendas

**Plan to Monitor Fidelity of Implementation of G1.B1.S1 6**

Administrative review of Minutes/Signin Sheets/Common Assessment Process

**Person Responsible**

Serenity Anderson

**Schedule**

Monthly, from 9/1/2015 to 6/3/2016

**Evidence of Completion**

Administrative review of PLC Minute Form/Signin Sheets/Common Assessment Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Utilize MAP and PLUS2 Progress Monitoring Data to determine growth

**Person Responsible**

Rebecca Reeder

**Schedule**

Semiannually, from 9/1/2015 to 6/3/2016

**Evidence of Completion**

MAP Reports/PLUS2 Google Spreadsheet

**G1.B1.S2** Utilize Instructional Coaches and book studies to build teacher capacity for implementing PLCs and Common Assessments. 4

 S194620

### Strategy Rationale

Instructional coaching provides intensive, differentiated support to teachers so they are able to effectively implement high-yield practices in their instruction.

### Action Step 1 5

Instructional Coaches will work with teachers to focus on ELA/Mathematics.

#### Person Responsible

Rebecca Reeder

#### Schedule

Weekly, from 9/1/2015 to 6/3/2016

#### Evidence of Completion

Coaches Log, PLC Minute Form, Coaching Documentation, etc

### Action Step 2 5

Learning By Doing/Common Formative Assessment Book Study with SBLT

#### Person Responsible

Rebecca Reeder

#### Schedule

Monthly, from 9/1/2015 to 6/3/2016

#### Evidence of Completion

SBLT Sign-in Sheet/Agenda



**Action Step 3** 5

Teach/Learn Like a Pirate Book Study

**Person Responsible**

Rebecca Reeder

**Schedule**

Triannually, from 7/1/2015 to 6/3/2016

**Evidence of Completion**

Sign-in Sheets/Agenda/Blog Entries, etc.

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Meeting with Instructional Coaches Twice Per Month

**Person Responsible**

Rebecca Reeder

**Schedule**

Biweekly, from 9/1/2015 to 6/3/2016

**Evidence of Completion**

Coaches will meet regularly with administration about Coaching Expectations, updates from District, etc.

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Book Studies (Learning by Doing, Common Formative Assessments, Teach/Learn Like a Pirate)

**Person Responsible**

Rebecca Reeder

**Schedule**

Triannually, from 9/1/2015 to 6/3/2016

**Evidence of Completion**

Sign-in Sheets, Classroom Implementation Samples, etc.

**Plan to Monitor Fidelity of Implementation of G1.B1.S2 6**

PLUS2

**Person Responsible**

Rebecca Reeder

**Schedule**

Semiannually, from 9/1/2015 to 6/3/2016

**Evidence of Completion**

PLUS2 will monitor implementation of research based instructional strategies and progress monitor student achievement.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Utilize MAP and PLUS2 Progress Monitoring Data to determine growth

**Person Responsible**

Rebecca Reeder

**Schedule**

Semiannually, from 9/1/2015 to 6/3/2016

**Evidence of Completion**

MAP Reports and PLUS2 Google Spreadsheet

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	PLC Pre-K-5, SA, Student Services, ESE	Reeder, Rebecca	9/1/2015	Grade Level PLC Meeting Minutes, Data	6/3/2016 weekly
G1.B1.S2.A1	Instructional Coaches will work with teachers to focus on ELA/Mathematics.	Reeder, Rebecca	9/1/2015	Coaches Log, PLC Minute Form, Coaching Documentation, etc	6/3/2016 weekly
G1.B1.S1.A2	PLC Days to develop curriculum and assessments	Reeder, Rebecca	9/1/2015	Signin Sheets, Common Assessment Samples	6/3/2016 quarterly
G1.B1.S2.A2	Learning By Doing/Common Formative Assessment Book Study with SBLT	Reeder, Rebecca	9/1/2015	SBLT Sign-in Sheet/Agenda	6/3/2016 monthly
G1.B1.S1.A3	SBLT Learning by Doing Book Study	Reeder, Rebecca	9/1/2015	Sign-in Sheets, PLC Minute Form	6/3/2016 monthly
G1.B1.S2.A3	Teach/Learn Like a Pirate Book Study	Reeder, Rebecca	7/1/2015	Sign-in Sheets/Agenda/Blog Entries, etc.	6/3/2016 triannually
G1.B1.S1.A4	Scheduling Common Planning/Common Lunch	Reeder, Rebecca	9/1/2015	Master Schedule	6/3/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	MAP	Reeder, Rebecca	9/1/2015	MAP and/or common assessment data will be used to drive instruction in ELA, Mathematics, and Science.	6/3/2016 semiannually
G1.B1.S1.MA1	Utilize MAP and PLUS2 Progress Monitoring Data to determine growth	Reeder, Rebecca	9/1/2015	MAP Reports/PLUS2 Google Spreadsheet	6/3/2016 semiannually
G1.B1.S1.MA1	Admin participation in PLC	Anderson, Serenity	9/1/2015	PLC Minute Form/Agendas	6/3/2016 monthly
G1.B1.S1.MA2	Administrative review of Minutes/Signin Sheets/Common Assessment Process	Anderson, Serenity	9/1/2015	Administrative review of PLC Minute Form/Signin Sheets/Common Assessment Data	6/3/2016 monthly
G1.B1.S2.MA1	Utilize MAP and PLUS2 Progress Monitoring Data to determine growth	Reeder, Rebecca	9/1/2015	MAP Reports and PLUS2 Google Spreadsheet	6/3/2016 semiannually
G1.B1.S2.MA1	Meeting with Instructional Coaches Twice Per Month	Reeder, Rebecca	9/1/2015	Coaches will meet regularly with administration about Coaching Expectations, updates from District, etc.	6/3/2016 biweekly
G1.B1.S2.MA2	Book Studies (Learning by Doing, Common Formative Assessments, Teach/Learn Like a Pirate)	Reeder, Rebecca	9/1/2015	Sign-in Sheets, Classroom Implementation Samples, etc.	6/3/2016 triannually
G1.B1.S2.MA3	PLUS2	Reeder, Rebecca	9/1/2015	PLUS2 will monitor implementation of research based instructional strategies and progress monitor student achievement.	6/3/2016 semiannually

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** Implementing professional learning communities and common assessments will allow for school-wide consistency and therefore an increase in student achievement.

### **G1.B1** Time & Content Knowledge

**G1.B1.S1** Implement Professional Learning Communities and Common Assessments.

#### **PD Opportunity 1**

PLC Pre-K-5, SA, Student Services, ESE

##### **Facilitator**

Administration and SBLT

##### **Participants**

All Faculty

##### **Schedule**

Weekly, from 9/1/2015 to 6/3/2016

**G1.B1.S2** Utilize Instructional Coaches and book studies to build teacher capacity for implementing PLCs and Common Assessments.

#### **PD Opportunity 1**

Instructional Coaches will work with teachers to focus on ELA/Mathematics.

##### **Facilitator**

Instructional Coaches and Teachers

##### **Participants**

Instructional Coaches and Participating Teachers

##### **Schedule**

Weekly, from 9/1/2015 to 6/3/2016

**PD Opportunity 2**

Teach/Learn Like a Pirate Book Study

**Facilitator**

Becki Reeder

**Participants**

All Faculty

**Schedule**

Triannually, from 7/1/2015 to 6/3/2016

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

**G1.** Implementing professional learning communities and common assessments will allow for school-wide consistency and therefore an increase in student achievement.

### G1.B1 Time & Content Knowledge

**G1.B1.S1** Implement Professional Learning Communities and Common Assessments.

#### PD Opportunity 1

PLC Days to develop curriculum and assessments

#### Facilitator

Administration and SBLT

#### Participants

All faculty

#### Schedule

Quarterly, from 9/1/2015 to 6/3/2016

## Budget

### Budget Data

1	G1.B1.S1.A1	PLC Pre-K-5, SA, Student Services, ESE	\$0.00
2	G1.B1.S1.A2	PLC Days to develop curriculum and assessments	\$0.00
3	G1.B1.S1.A3	SBLT Learning by Doing Book Study	\$0.00
4	G1.B1.S1.A4	Scheduling Common Planning/Common Lunch	\$0.00
5	G1.B1.S2.A1	Instructional Coaches will work with teachers to focus on ELA/Mathematics.	\$0.00
6	G1.B1.S2.A2	Learning By Doing/Common Formative Assessment Book Study with SBLT	\$0.00
7	G1.B1.S2.A3	Teach/Learn Like a Pirate Book Study	\$0.00
<b>Total:</b>			<b>\$0.00</b>