

Beverly Shores Elementary School

1108 GRIFFIN RD, Leesburg, FL 34748

<http://lake.k12.fl.us/bse>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	90%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	71%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	D	D	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 Lake 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>.

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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 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
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to provide a safe environment that cultivates and develops student skills leading to mastery of rigorous state standards.

Provide the school's vision statement

Beverly Shores Elementary will be a model school where each and every student will be equipped and prepared for the next level of education at the end of each school year.

School Environment

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

Teachers and staff build a relationship with students by greeting them each morning on the sidewalk with a smile. Our goal is for our students to always feel welcomed and valued. Each classroom is built to ensure classes are diverse and well-balanced. We offer student clubs that foster relationship building between students and sponsoring staff members that include K-Kids, Robotics, Stem Bowl, Chorus, Photography/Art, and Journalism.

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

All students whom enter the school before 8:20 report to the cafeteria. They are held there until each grade level is dismissed, in an orderly fashion. The teachers provide supervision by being at their doors and greeting students as they arrive to class each morning. During the school day students know they are to stay on the blue line as they pass on the sidewalk. After school, we dismiss car riders, bike riders, and E.L.C. with their respected staff members. Buses and day cares are also dismissed as they arrive. It is our intent to follow all safe school procedures throughout the entire school day.

Beverly Shores reinforces respectful behavior on a daily basis. One example of this is reflected in our culture of common area transitions on the blue lines. Students are taught to yield to students to the right if blue lines intersect at hallways. Additionally, students are rewarded with "PRIDE Bucks" that can be cashed in for rewards through our PBS program. They earn these bucks when observed showing respectful behavior or apologizing for inappropriate behavior without prompting. We have adopted a single school culture of behavioral expectations where respect for self, peers, adults, and our school campus is embedded.

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

PBS is in place to provide teachers with a system that will help keep students on task in the classroom and outside the classroom. Beverly Shores Elementary promotes positive reinforcement with "Pride Bucks". Teachers also use a color code system that allows parents to see the color in their student's agenda and know if they had a good day, mediocre day or hard day. All teachers and staff have added Class Dojo, an online program that provides students with immediate feedback and

aligns to a school-wide color code system. Students are expected to treat all teachers and staff members with respect at all times. Teachers and staff also know that administrators are available when disciplinary protocols need to be addressed.

Beverly Shores Elementary has developed a discipline ladder to address inappropriate behaviors. In all cases, every effort will be made to contact parents by phone when a student has a discipline issue. With the exception of zero tolerance or other sudden, extreme issues, the administration of B.S.E. will address office referrals on an escalating scale of consequences.

Beverly Shores Elementary has a character development team comprised of (2) Potential Specialists, (2) Guidance Counselors, an Instructional Dean, and a Character Development Teacher.

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

Beverly Shores Elementary takes a holistic approach in educating the whole child through a student B.A.S.E.D.(Behavioral, Academic, Social, Emotional, Development) approach and has a number of resources to offer our students:

Character Development Teacher (CDT)

Potential Specialist (K-2, 3-5)

School mentoring program

School Ambassadors program

Children's Clinical On-Site (CCOS) Counselors

Family School Liaison (FSL)

School psychologist

School social worker

Bereavement counselor

Classroom Guidance

Small Groups (social group) (anger group)

Strong, United, Resilient Families (SURF) LifeStream program

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

Beverly Shores uses the DecisionEd data base system to monitor Early Warning Systems. Currently we are monitoring the following reporting areas:

1. Year-to-Date Attendance reports focusing on specified "Targeted Groups" (0-80% Attendance Rate)
2. Year-to-Date Infraction Counts by Grade Levels (With identified students)
3. Infraction Analysis Reports by Month (with three year trends)
4. Year-to-Date Suspension Reports (With identified students)

These reports are pulled at each marking period and reviewed with the Leadership team and school social worker and psychologist as well. These reports are also used to complete MTSS analysis reports for determination of Core Tier 1 adjustments or recommendations for Tier 2 Behavior referrals on an individual student basis. This data is also used for the Tier 3 analysis review which are required to prepare for case reviews.

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Beverly Shores utilizes the following interventions to improve academic performance: After School Tutoring, MTSS referral process, classroom-based interventions in small group in all core academic classes, behavior charts that include academic goals, and attendance charts.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/49705>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Our PTO/Volunteer program has been a huge asset which has built and sustained partnerships with several local businesses. PTO has already started working on a BMX bike show for our students along with our Spring Fling. Our Character Development Team provides partnerships that support our school wide positive behavior system. (SWPBS)

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
Gordon, Monica	Principal
McDuffie, Latonya	Instructional Coach
Ferguson, Lynda	Instructional Coach
Baltunis, Scott	Dean
Pivetz, Adriana	Instructional Coach
Holt, Kathy	Other
Baker, Thurman	Guidance Counselor
Gagnon, William	Assistant Principal
White-Peterkin, Andrie	Instructional Coach
Bentley-Ponder, Samantha	Guidance Counselor

Duties

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

The roles and responsibilities of the school based leadership team include, but are not limited to facilitating the development of the School Improvement Plan, monitoring, assessing and amending the SIP and building capacity at the school to improve student academic achievement, effective teaching practices, school safety and parent/community relations. Instructional coaches will support teachers with planning for rigorous, standards aligned instruction, modeling of lessons, side-by-side coaching and observations with specific feedback. The Instructional Dean and Guidance Counselors will provide teachers with support in developing behavior plans and dealing with discipline. The Guidance Counselors will also work with the Potential Specialists to ensure students are identified in a timely manner for referral to the MTSS process. The ESE Specialist will facilitate the scheduling of inclusion and resource services for all identified ESE students. In addition, the ESE specialist will keep the SBLT up to date on current trends and research in exceptional student education, any new rules, regulations or policies on the federal, state or local level that affect exceptional students. The Principal and Assistant Principal will be responsible for the monitoring the schools progress toward meeting its goals. The school based leadership team practices shared decision making through weekly leadership meetings.

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

An emphasis will be placed on the process and fidelity of small group differentiated instruction at Tier 1 to increase student achievement. Tier 1 will be monitored by the classroom teacher during core instruction and data collected from I-Station, i-Ready, Science mini assessments, LBAs, LSAs and Formative assessments.

Teachers will receive support from instructional coaches and the CRT. Monthly data chats will be held to discuss and analyze student data. Teachers will provide artifacts that show alignment with standards based instruction. To improve the fidelity of writing instruction in response to text across all content areas teachers will work with instructional coaches to create exemplars to be used to calibrate the scoring of student writing.

The Title I plan and budget were developed based on the needs outlined in the School Improvement Plan. School personnel who are funded through Title I will focus on meeting these needs (Literacy

Coach, Family School Liaison and Teacher Assistants). The district and school coordinate Title I services for educational services and staff development. The district-based Migrant Liaison provides services and support as needed to qualifying students and parents. The district receives funds for students in need of neglected and delinquent services. The district receives funds for technology to enhance instructional strategies as well as also funding for professional development. The district curriculum department provides services for educational materials and support for ELL students. The school guidance counselors, social worker and school nurse coordinate resources for students identified as homeless. We will also solicit assistance for the district personnel to help with our homeless students. SAI funds will be issued in addition to Title I funds to provide additional in school academic support for students in the need of assistance. The school will use the district approved "Too Good for Drugs" and "Too Good for Violence" programs. We also integrate the district new "Bully Proof Program" into our school as well as the "Omega Man" program. A Wellness Leader has been designated for the campus. Currently we do not have or provide resources for Head Start or adult education. Technology training will be offered to parents and members of the community. VPK is provided at Beverly Shores Elementary.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Monica Gordon	Principal
Thurman Baker	Education Support Employee
Calvin Brown	Teacher
Crystal Dixon	Teacher
Arnold Eugene Jr	Parent
Melonie Henderson	Business/Community
Amber Bell	Parent
Samone Price	Parent
Lynda Ferguson	Teacher
Mark Johnson	Business/Community
Latonya McDuffie	Teacher
Chenita Ware	Parent
Mike Weaver	Business/Community
Beverly Stewart	Teacher

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

Parents were asked to collaborate with the leadership in a review of the 14-15 SIP goals and results. We collected feedback and concerns about the 14-15 school-year. An emphasis will be placed on the overall goal of the committee's findings to ensure activities to support 2015-2016 SIP goals that will increase student achievement for all students in a safe learning environment.

Development of this school improvement plan

Parents will be asked to collaborate with the leadership team to assist with the final document prior to submission to the state.

Preparation of the school's annual budget and plan

Periodic reviews of the school budget will be conducted with the SAC and if any budget amendments require SAC input/approval they will be brought to the committee using appropriate procedures.

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

Funding from a variety of sources provided additional personnel, tutoring and technology. However, there were no funds specifically marked as "school improvement funds" for the SAC to use.

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
McDuffie, Latonya	Instructional Coach
Ferguson, Lynda	Instructional Coach
Pivetz, Adriana	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership team will support teachers with the utilization of Thinking Maps to support higher order thinking. The LLT will look at Reading data by grade level and identify grade level and school wide trends. The team will also meet to plan school-wide literacy events. Each grade level representative will serve as a liason between the LLT and their team.

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

Our strategy to encourage positive working relationship among our teachers includes many components. The foundation is built upon designing the master schedule to provide common planning for grade levels KG - 5th. We also have departmentalized our 3rd, 4th and 5th grade level teams giving those instructors the ability to develop deeper mastery of their chosen content areas. This structure gives us the ability to have grade level and content specific curriculum meetings on a weekly basis facilitated by our instructional coaches. Additionally, we are able to work with instructors that need additional assistance with instructional delivery or classroom environment development. These systems help to develop collaborative teachers that demonstrate a mastery of the content. This includes a plan for gradual release and assessment that is ultimately focused on providing individualized instruction based on student needs.

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

Teacher Quality and Retention (TQR) and New Teacher Coach will continue attending district meetings to provide information and support for newer teachers. The Literacy Coach and the CRT will provide training to new teachers regarding all aspects of curriculum and assessment. Professional Learning Communities and Grade Level Common Planning will be monitored by Administration, CRT, and Instructional Coaches to provide education and support for all teachers. Grade level meetings will provide ongoing training, data analysis and support services for new teachers. We will also work at strengthening our relationships with surrounding colleges and universities to secure interns for their junior and senior internships. The individuals who will be responsible are the Principal, Assistant Principal, CRT and Instructional Coaches.

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

District New Teacher Coaches will support New Teachers with zero years of experience district-wide. School-based New Teacher Coaches will participate in the on-going professional development for coaching and mentoring. The New Teacher Coach with support from the TQR will facilitate a new teacher PLC (New Teacher Academy) to provide support in curriculum, resources, school procedures, campus non-negotiables, development of a deliberate practice plan and other concerns as needed. All participants in the New Teacher Academy have been paired with a mentor or buddy on a different grade level. The rationale behind this was to provide them with the opportunity be available to visit each other's classrooms for observations and modeling.

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

Our school establishes continuous opportunities for teachers to utilize the Florida Standards and to collaborate and converse together in regards to reading and writing curriculum so that it aligns to the standards. This develops a more profound level of comprehension. These exchanges and learning opportunities advance dialogue that can eliminate confusion and misconceptions while simultaneously advancing opportunities for success and growth in instructional practice, curriculum, and the standards. The use of common planning, Kagan strategies, and the universal use of Thinking Maps contribute to this endeavor.

All content area instruction, kindergarten through 5th grade, is directly correlated to the current Florida Standards. The adopted curricula supply a portion of the needed research based resources that are necessary for success in combination with links to additional research based resources that are evident on the county blueprints such as CPALMs.

Our school creates ongoing opportunities during common planning for teachers to discuss and unpack the Florida Standards and also to plan and discuss the curriculum that aligns to the standards. This supports a deeper level of understanding. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

School administration will be a part of common planning and curriculum meetings to ensure planning is aligned with the new Florida Standards.

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

The use of Kagan Cooperative Structures is evident across the campus and ensures that there is continual differentiated instruction. Kagan is researched based and combines not only instructional support but also methods for grouping students in teams while considering their learning styles, current levels, and needs.

All teachers will utilize student data to set flexible groups for differentiated instruction. Students will also have an opportunity to utilize I-Station and i-Ready which provide individualized learning for students based on their skill deficiencies and strengths.

Fifth grade teachers utilize Science mini-assessments to monitor student progress on current science standards.

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: After School Program

Minutes added to school year: 1,800

Title I funds will be used to develop and run the after school tutoring program for grades 3-5 at Beverly Shores Elementary

Strategy Rationale

With the amount of under resourced learners at Beverly Shores Elementary, having an after school tutoring program is essential in ensuring student growth and success. Facilitating an after school program offers the additional assistance many families are unable to provide.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Baltunis, Scott, baltuniss@lake.k12.fl.us

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

Students will be given a pre-assessment and post-assessment to measure student growth. In addition, class assessments and unit assessments will be used to continually progress monitor students in the tutoring program. This data will be used to help differentiate student instruction during the tutoring program.

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

Local preschools, Head Start, and daycares are welcome to visit our campus. Many bring their prospective kindergartners for a school and classroom tour in the spring. A Kindergarten Round-up is scheduled every spring to register students and provide vital information for prospective kindergartners and their parents.

Florida's Kindergarten Readiness Screening instrument is administered in the fall to document student readiness. The tests are submitted to the state for results to be reported at a later date. School volunteers assist kindergarten teachers throughout the school year, especially in the beginning of the year. Volunteers provide extra attention to students who are experiencing transitional difficulties.

The "transition" from preschool to kindergarten begins with diagnostic evaluations including Literacy First. Students are given FLKRS and FAIR to determine readiness for kindergarten skill development. The data is then used to drive the instruction.

Students in grades kindergarten through fourth are transitioned through the use of data cards that contain testing information, attendance data, identify special programs, and have anecdotal notes for the future teacher. We additionally have added an end of year articulation process for our students being progressed monitored through MTSS as well.

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

Beverly Shores Elementary has a College and Career Readiness Week. It includes a career week where students discuss careers that extend to a writing artifact and is displayed school-wide. We incorporate community partnerships by inviting speakers on a designated day to come and speak about their careers.

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

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

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

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.** Beverly Shores Elementary School will understand, plan, and deliver standards based instruction including writing and responding to text in all content areas.

- G2.** Beverly Shores Elementary will maintain a positive safe and positive learning environment focused on the development of appropriate systems of support using Early Warning Signs data.

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. Beverly Shores Elementary School will understand, plan, and deliver standards based instruction including writing and responding to text in all content areas. **1a**

 G071597

Targets Supported **1b**

Indicator	Annual Target
FSA English Language Arts - Achievement	30.0
FSA Mathematics - Achievement	30.0

Resources Available to Support the Goal **2**

- Being a Writer
- CPALMS
- State approved curriculum - McGraw Hill, Pearson
- DBQs
- Thinking Maps and Thinking Maps Trainers
- Core Connections
- Updated District created Scope & Sequence and Blueprints
- State Test Item Specifications
- Knowledgeable Instructional Coaches
- Curriculum Associates Materials
- Structured Common Planning
- Three part Brain-Based Learning Series
- CPALMS
- State approved curriculum - McGraw Hill, Pearson
- DBQs
- Thinking Maps and Thinking Maps Trainers
- Core Connections
- Updated District created Scope & Sequence and Blueprints
- State Test Item Specifications
- Knowledgeable Instructional Coaches
- Curriculum Associates Materials
- Structured Common Planning
- Three part Brain-Based Learning Series

Targeted Barriers to Achieving the Goal **3**

- Teachers need to continue deepening their understanding of the Florida ELA Standards.
- Teachers are developing a deeper understanding of how to plan using the newly updated district scope & sequence, blueprints, and item specifications.
- Teachers lack a full understanding of the gradual release process.

- Teachers lack a conceptual framework for how the "brain learns"

Plan to Monitor Progress Toward G1. 8

Classrooms will show evidence of increased rigorous writing in all content areas through posting of authentic student work and rubrics that are aligned with the DOK of the standards. In addition, Teachers will use weekly assessments, unit assessments, and I-Station/iReady to assess student learning.

Person Responsible

Monica Gordon

Schedule

Monthly, from 9/28/2015 to 6/3/2016

Evidence of Completion

Quality of student work, quality of instruction, and amount of exemplary authentic student work posted as observed through CWTs. Artifacts from data sources

G2. Beverly Shores Elementary will maintain a positive safe and positive learning environment focused on the development of appropriate systems of support using Early Warning Signs data. 1a

 G071598

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	3.0
One or More Suspensions	6.0

Resources Available to Support the Goal 2

- Bully Proofing Your School curriculum
- Omega Man assembly
- Instructional Dean
- PBS Program - MTSS Behavior
- Class Dojo
- K-2 and 3-5 Potential Specialists
- Family School Liaison
- Website
- SAC
- PTO
- Leadership Team

Targeted Barriers to Achieving the Goal 3

- Educating stakeholders on Bullying Behaviors and Reporting Procedure Updates
- Behaviors that are "Manifestation of a Disability" eligible
- External Communication to Stakeholders

Plan to Monitor Progress Toward G2. 8

Monitor SIP goals with Leadership Team

Person Responsible

William Gagnon

Schedule

Quarterly, from 10/1/2015 to 6/3/2016

Evidence of Completion

Leadership Meeting agendas, minutes, EWS reports

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. Beverly Shores Elementary School will understand, plan, and deliver standards based instruction including writing and responding to text in all content areas. **1**

 G071597

G1.B1 Teachers need to continue deepening their understanding of the Florida ELA Standards. **2**

 B186626

G1.B1.S1 Teachers will be provided support with the new ELA standards with an emphasis on the writing standards through weekly common planning. **4**

 S198029

Strategy Rationale

Providing teachers with training focused on the writing standards will help increase their knowledge base and help with implementing rigorous writing tasks in all content areas.

Action Step 1 **5**

The Literacy Coach and ART will gradually release the process of analyzing the writing standards and develop task exemplars and rubrics aligned with the DOK of the writing standards during K-5 common planning.

Person Responsible

Latonya McDuffie

Schedule

Weekly, from 9/8/2015 to 5/18/2016

Evidence of Completion

Common Planning agenda, Common Planning sign-in sheet, Teacher created exemplars, rubrics

Action Step 2 5

Teachers in grades K-5 will bring published student products to common planning to analyze and compare to teacher created task exemplars for scoring calibration.

Person Responsible

Latonya McDuffie

Schedule

Weekly, from 9/8/2015 to 6/1/2016

Evidence of Completion

Student artifacts, Common Planning Agenda, Common Planning Sign-in sheets

Action Step 3 5

Teachers will ensure students are utilizing Interactive Notebooks (INB) to support the writing process in all content areas.

Person Responsible

Latonya McDuffie

Schedule

Weekly, from 9/8/2015 to 6/1/2016

Evidence of Completion

Observation notes, PLC sign-in sheets/agendas, Student artifacts and teacher created exemplars

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

Observe and attend common planning, observe and attend PLC meetings, Review sign-in sheets

Person Responsible

Monica Gordon

Schedule

Biweekly, from 9/8/2015 to 6/1/2016

Evidence of Completion

Observation notes, PLC sign-in sheets/agendas, Student artifacts and teacher created exemplars

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

Leadership team will conduct class walkthroughs to look for evidence of quality student artifacts.

Person Responsible

Monica Gordon

Schedule

Weekly, from 9/16/2015 to 6/1/2016

Evidence of Completion

Walkthrough observation checklists and student artifacts

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

Leadership team will conduct class walkthroughs to look for evidence of quality student artifacts.

Person Responsible

Monica Gordon

Schedule

Weekly, from 9/16/2015 to 6/1/2016

Evidence of Completion

Walkthrough observation checklists and student artifacts

G1.B1.S2 Teachers will receive continuing support in utilizing Thinking Maps to facilitate students writing in response to text in all content areas. 4

 S198030

Strategy Rationale

Since the teachers at BSE are still relatively new to using Thinking Maps it is important to continue providing support in how to effectively integrate Thinking Maps into the curriculum.

Action Step 1 5

Teachers will participate in three (3) Thinking Maps professional development training provided by the Thinking Maps company.

Person Responsible

Monica Gordon

Schedule

Semiannually, from 8/14/2015 to 11/20/2015

Evidence of Completion

Training sign-in sheets, posted student work with evidence of Thinking Maps usage

Action Step 2 5

The instructional coaches will model the use of Thinking Maps while facilitating common planning.

Person Responsible

Adriana Pivetz

Schedule

Weekly, from 9/8/2015 to 6/1/2016

Evidence of Completion

Agendas, sign-in sheets, digital photos of Thinking Maps

Action Step 3 5

Teachers will be provided time to observe a Thinking Map model teacher and debrief with an instructional coach. Content Area coaches will arrange observations and the CRT will assist as necessary.

Person Responsible

Lynda Ferguson

Schedule

Monthly, from 10/5/2015 to 6/1/2016

Evidence of Completion

Observing teachers will submit a "Look For" form with reflections. Pre- and post-discussion feedback notes

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

Administration will attend Thinking Map trainings, common planning meetings, and PLCs.

Person Responsible

Monica Gordon

Schedule

Monthly, from 9/8/2015 to 6/1/2016

Evidence of Completion

Notes, Handouts, agendas, student exemplars in all content areas. CWT schedule. PLC sign-in sheets, common planning sign-in sheets and a model teacher schedule.

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

Administration will attend Thinking Map trainings, common planning meetings, and PLCs.

Person Responsible

Monica Gordon

Schedule

Monthly, from 9/8/2015 to 6/1/2016

Evidence of Completion

Notes, Handouts, agendas, student exemplars in all content areas. CWT schedule. PLC sign-in sheets, common planning sign-in sheets and a model teacher schedule.

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

Teachers will bring student artifacts to common planning for analysis and sharing. Administration will look for evidence of utilization of Thinking Maps to support writing in response to text in all content areas through classroom walkthroughs (CWT).

Person Responsible

Monica Gordon

Schedule

Monthly, from 10/28/2015 to 6/1/2016

Evidence of Completion

Scores from all data sources (data binder), CWT data

G1.B1.S3 Teachers will be provided support with the ELA standards with an emphasis on the writing standards via Core Connections professional development outlining writing strategies and resources.

4

 S198031

Strategy Rationale

Core Connections provides instructional strategies for establishing a holistic, vertically integrated reading and writing curriculum. This program is well positioned to help schools meet the increased rigor and expected reading-writing integration of the Florida Standards.

Action Step 1 5

BSE will partner with two sister elementary schools for 3 training sessions

Person Responsible

Monica Gordon

Schedule

On 1/29/2016

Evidence of Completion

Training materials and plan for implementation from coaches

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

The Literacy Coaches will monitor evidence of implementation of strategies in lesson plans and classroom walk-through. Teachers will receive support during common planning and through the coaching cycle.

Person Responsible

Latonya McDuffie

Schedule

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

Evidence of Completion

Evidence of implementation with fidelity will include: lesson plans, common planning recaps, and CWT notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Effectiveness of implementation will be monitored through CWT data and supported through the coaching cycle

Person Responsible

Latonya McDuffie

Schedule

Monthly, from 10/28/2015 to 6/1/2016

Evidence of Completion

We will use CWT reports, student artifacts, and scores from Write Score

G1.B2 Teachers are developing a deeper understanding of how to plan using the newly updated district scope & sequence, blueprints, and item specifications. **2**

 B186627

G1.B2.S1 Teachers will receive support from instructional coaches during common planning in utilizing the updated scope & sequence, blueprints, and item specifications. **4**

 S198032

Strategy Rationale

Providing continued support in utilizing the scope & sequence and blueprint documents will help build teacher capacity in planning.

Action Step 1 **5**

Instructional coaches will guide teachers through the planning process utilizing the blueprints and item specifications to determine what students will learn and how they will learn it.

Person Responsible

Lynda Ferguson

Schedule

Weekly, from 8/25/2015 to 6/1/2016

Evidence of Completion

Common Planning agenda, sign-in sheet and minutes, teacher lesson plans

Action Step 2 **5**

Instructional coaches will support teachers with identifying what differentiated instruction looks like for students approaching goal, at goal and beyond goal.

Person Responsible

Lynda Ferguson

Schedule

Monthly, from 9/14/2015 to 6/1/2016

Evidence of Completion

Common Planning agenda, sign-in sheet, minutes, lesson plans, observation of model lessons

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Review common planning agendas/sign-in sheets/minutes, walkthrough checklists, pre/post conference forms, coaches action plans

Person Responsible

Monica Gordon

Schedule

Weekly, from 9/22/2015 to 6/1/2016

Evidence of Completion

Meeting agendas, sign-in sheets, minutes, meetings with instructional coaches and lesson plans.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Administration will monitor the effectiveness and consistency of support provided by coaches to teachers with utilization of the new scope & sequence, blueprints, and item specifications.

Person Responsible

Monica Gordon

Schedule

Monthly, from 9/22/2015 to 6/1/2016

Evidence of Completion

CWT data and notes

G1.B2.S2 Teachers will have a 1/2 day planning three times during the school year on teacher workdays to dig deeper into utilizing the blueprints to plan for standards based instruction. 4

 S198033

Strategy Rationale

Providing a longer block of time for teachers to collaborate and discuss what is working and not working with the new blueprints will help teachers better plan and differentiate their instruction.

Action Step 1 5

Teachers will analyze data to determine the effectiveness of instruction.

Person Responsible

Latonya McDuffie

Schedule

Monthly, from 10/23/2015 to 6/1/2016

Evidence of Completion

Student artifacts, teacher created assessments, Literacy First assessments, district assessments

Action Step 2 5

Coaches and classroom teachers will collaborate to decide next steps for instruction based on data and teacher reflections

Person Responsible

Latonya McDuffie

Schedule

Monthly, from 9/23/2015 to 6/1/2016

Evidence of Completion

Coaches log, pre/post conference forms, small group lesson plans, common planning sign-in sheets and agendas

Action Step 3 5

Classroom walkthrough data showing instructional trends, specifically areas of weakness will be shared with teachers to help improve instructional practices.

Person Responsible

Lynda Ferguson

Schedule

Quarterly, from 10/23/2015 to 6/1/2016

Evidence of Completion

Observation/walkthrough tool

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Review student data, walkthrough checklists, administration will attend 1/2 day planning

Person Responsible

Monica Gordon

Schedule

Quarterly, from 10/23/2015 to 6/1/2016

Evidence of Completion

Planning agendas, minutes, sign-in sheets, data and feedback

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Data binder
Weekly Assessments
Literacy First Assessments
Mini-assessment data

Person Responsible

Monica Gordon

Schedule

Monthly, from 10/23/2015 to 6/1/2016

Evidence of Completion

Scores from all data sources (data binder), CWT data

G1.B2.S3 Content area coaches will provide teachers with support in delivery of instruction. 4

S198034

Strategy Rationale

This will help teachers grow and excel in reaching standards based instruction.

Action Step 1 5

Content area coaches will provide teachers with additional support in the delivery of standards based instruction through the use of the coaching cycle.

Person Responsible

Lynda Ferguson

Schedule

Weekly, from 9/8/2015 to 6/1/2016

Evidence of Completion

Pre- and post- meeting notes, reflection forms, follow-up discussion/notes

Action Step 2 5

Content area coaches will schedule and accompany teachers to observe model classrooms utilizing standards based instruction.

Person Responsible

Lynda Ferguson

Schedule

Monthly, from 9/28/2015 to 6/1/2016

Evidence of Completion

schedule, teacher reflections

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Administration will observe the model teacher, coaching cycle and classroom walkthrough days.

Person Responsible

Monica Gordon

Schedule

Every 2 Months, from 8/27/2015 to 6/1/2016

Evidence of Completion

"Look for" forms with reflections, coaches logs, instructional modeling schedule, coaching cycle schedule

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Classroom walkthrough data will show increased standards based instruction.

Person Responsible

Monica Gordon

Schedule

Monthly, from 8/27/2015 to 6/1/2016

Evidence of Completion

Classroom walkthrough data

G1.B3 Teachers lack a full understanding of the gradual release process. **2**

 B186628

G1.B3.S1 Teachers will observe the gradual release process in a model class and/or watch videos from the teaching channel. **4**

 S198035

Strategy Rationale

Providing teachers with a visual allows them to confirm or revise their thoughts and understanding on the gradual release process.

Action Step 1 **5**

Instructional coaches will develop a schedule for identified teacher(s) to watch a demonstration lesson in a model classroom with specific "look for" during the lesson.

Person Responsible

Adriana Pivetz

Schedule

Monthly, from 9/22/2015 to 5/18/2016

Evidence of Completion

Reflection checklist, gradual release look for, schedule for identified teachers, coaching recaps

Action Step 2 **5**

Instructional coaches will show demonstration lesson videos to teachers and then guide the teachers in a discussion about evidence of gradual release in the lesson.

Person Responsible

Latonya McDuffie

Schedule

Every 2 Months, from 10/21/2015 to 5/18/2016

Evidence of Completion

Meeting agenda and sign-in sheets. Lesson plans for demonstration lessons.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

The instructional coaches and administration will look for evidence of the gradual release process during classroom walkthroughs.

Person Responsible

Monica Gordon

Schedule

Weekly, from 9/29/2015 to 5/27/2016

Evidence of Completion

Classroom walkthrough checklist and notes, pre/post conference forms

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administration will analyze data from the first and final observation with a focus on the 8 key elements in DQ2, DQ3, and DQ4

Person Responsible

Monica Gordon

Schedule

Semiannually, from 10/1/2015 to 5/1/2016

Evidence of Completion

8 key elements on TEAM observation form

G1.B5 Teachers lack a conceptual framework for how the "brain learns" 2

B186630

G1.B5.S1 Teachers will participate in a three part professional development series based upon cognitive neuroscience: Brain-Based Research and the Physiology of Learning; Brain-Based Research and Rules of Engagement; Increasing Student Achievement and Literacy Proficiency. 4

S198036

Strategy Rationale

Teachers will be able to explore brain research, student engagement and the integration of STEM to increase achievement. As well as, gather innovative methods on how to integrate core disciplinary ideas into the interests and life experiences of students, in addition to providing tools for understanding or investigating more complex ideas and solving problems. These brain-researched strategies that will increase student achievement in literacy which will transcend across all content areas.

Action Step 1 5

Secure Brain Based Learning Consultant

Person Responsible

Monica Gordon

Schedule

Triannually, from 9/23/2015 to 2/29/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Actionable items defined from each session will be monitored and reviewed through CWT's and Common Planning

Person Responsible

Monica Gordon

Schedule

Biweekly, from 9/1/2015 to 6/10/2016

Evidence of Completion

CWT data, Common Planning recaps, student and teacher artifacts

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

CWT trend data and SIP artifacts will be reviewed

Person Responsible

Monica Gordon

Schedule

Biweekly, from 9/28/2015 to 6/1/2016

Evidence of Completion

CWT data, Goal 1 artifacts

G2. Beverly Shores Elementary will maintain a positive safe and positive learning environment focused on the development of appropriate systems of support using Early Warning Signs data. 1

 G071598

G2.B1 Educating stakeholders on Bullying Behaviors and Reporting Procedure Updates 2

 B186631

G2.B1.S1 We will continue to maintain a Bullying/Harassment free school campus by educating students and parents on bullying behaviors and safe ways to report incidents. 4

 S198037

Strategy Rationale

To maintain an environment where students feel safe to report inappropriate conducts.

Action Step 1 5

Bully-Proofing Your School District Curriculum

Person Responsible

Thurman Baker

Schedule

Annually, from 9/1/2015 to 6/1/2016

Evidence of Completion

School Safe Audit Portfolio will contain evidence

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Safe School Audit Portfolio

Person Responsible

William Gagnon

Schedule

Quarterly, from 10/1/2015 to 6/3/2016

Evidence of Completion

Maintain audit file of evidence and provide updates at Safe School Committee meetings.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Discipline reports of Bullying/Harassments

Person Responsible

William Gagnon

Schedule

Quarterly, from 10/1/2015 to 6/3/2016

Evidence of Completion

EWS Data

G2.B1.S2 Omega Man is a character development and bully prevention assembly that is based upon a Super Hero theme. 4

 S198038

Strategy Rationale

To provide students with exposure to character development and bully prevention strategies in a creative and student friendly format. This presentation will be given school-wide to impact climate and culture.

Action Step 1 5

The school will plan a Fall school-wide Omega Man assembly.

Person Responsible

Thurman Baker

Schedule

On 9/3/2015

Evidence of Completion

Literature and teacher resource materials (Emailed)

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Guidance Counselors will reinforce bully prevention skills from assembly

Person Responsible

Thurman Baker

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Emails, printed resources, classroom visits

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

The school will monitor and track DecisionEd Data and Bully Reports

Person Responsible

William Gagnon

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

EWS Reports, Bully Reports

G2.B2 Behaviors that are "Manifestation of a Disability" eligible 2

 B186632

G2.B2.S1 We will continue to foster a safe learning environment to ensure student focus is on increasing academic proficiency by creating interventions to reinforce desired behaviors in students possessing disabilities that affect behavioral compliance. 4

 S198039

Strategy Rationale

Students with specific BIPs and 10 day OSS caps require alternatives to suspensions and additional counseling to assist with self-regulation techniques where available.

Action Step 1 5

If students are found in need of a Behavioral Report Card the Guidance Counselor will give the teacher a referral form to identify specific behaviors to target and a chart will be developed for student use and behavioral tracking.

Person Responsible

Thurman Baker

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Student charts

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Consult with the district Student Services department and school assigned support personnel to review disciplinary incidents of students as needed in ESE Manifestation Determination, MTSS-Behavior, and 504 Suspension Review meetings.

Person Responsible

Monica Gordon

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

ESE meeting notes, MTSS review documentation, district communications

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Leadership Team

Person Responsible

William Gagnon

Schedule

Monthly, from 10/30/2015 to 6/3/2016

Evidence of Completion

EWS Suspension Reports

G2.B3 External Communication to Stakeholders 2

 B186633

G2.B3.S1 We will build community relations by increasing communication with external stakeholders via the school website, school messenger call out system and literature. 4

 S198040

Strategy Rationale

To increase awareness and information sharing with parents and community partners.

Action Step 1 5

School website will be updated on a regular basis.

Person Responsible

Lynda Ferguson

Schedule

Biweekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Website update request forms

Action Step 2 5

School Messenger Call Outs

Person Responsible

Monica Gordon

Schedule

Weekly, from 7/1/2015 to 7/1/2016

Evidence of Completion

School Messenger call out reports

Action Step 3 5

School Literature: Supply/Dress Code lists, At-A-Glance, Parent/Student Handbook, Newsletters

Person Responsible

Monica Gordon

Schedule

Weekly, from 7/1/2015 to 7/1/2016

Evidence of Completion

Artifacts in Goal 2, Barrier 3 of SIP Binder

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Weekly updates of school events and review of reports

Person Responsible

Monica Gordon

Schedule

Biweekly, from 9/1/2015 to 7/1/2016

Evidence of Completion

Bi-Weekly usage reports and website update time stamps, call out reports, samples of literature

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

We will monitor attendance of parent visits, community partnerships and website traffic.

Person Responsible

Monica Gordon

Schedule

Biweekly, from 7/1/2015 to 7/1/2016

Evidence of Completion

Sign-in sheets, climate surveys, website traffic reports

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

We will monitor attendance of parent visits, community partnerships and website traffic.

Person Responsible

Monica Gordon

Schedule

Biweekly, from 7/1/2015 to 7/1/2016

Evidence of Completion

Sign-in sheets, climate surveys, website traffic reports

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	The Literacy Coach and ART will gradually release the process of analyzing the writing standards and develop task exemplars and rubrics aligned with the DOK of the writing standards during K-5 common planning.	McDuffie, Latonya	9/8/2015	Common Planning agenda, Common Planning sign-in sheet, Teacher created exemplars, rubrics	5/18/2016 weekly
G1.B1.S2.A1	Teachers will participate in three (3) Thinking Maps professional development training provided by the Thinking Maps company.	Gordon, Monica	8/14/2015	Training sign-in sheets, posted student work with evidence of Thinking Maps usage	11/20/2015 semiannually
G1.B1.S3.A1	BSE will partner with two sister elementary schools for 3 training sessions	Gordon, Monica	Training materials and plan for implementation from coaches	1/29/2016 one-time	
G1.B2.S1.A1	Instructional coaches will guide teachers through the planning process utilizing the blueprints and item specifications to determine what students will learn and how they will learn it.	Ferguson, Lynda	8/25/2015	Common Planning agenda, sign-in sheet and minutes, teacher lesson plans	6/1/2016 weekly
G1.B2.S2.A1	Teachers will analyze data to determine the effectiveness of instruction.	McDuffie, Latonya	10/23/2015	Student artifacts, teacher created assessments, Literacy First assessments, district assessments	6/1/2016 monthly
G1.B2.S3.A1	Content area coaches will provide teachers with additional support in the delivery of standards based instruction through the use of the coaching cycle.	Ferguson, Lynda	9/8/2015	Pre- and post- meeting notes, reflection forms, follow-up discussion/ notes	6/1/2016 weekly
G1.B3.S1.A1	Instructional coaches will develop a schedule for identified teacher(s) to watch a demonstration lesson in a model classroom with specific "look for" during the lesson.	Pivetz, Adriana	9/22/2015	Reflection checklist, gradual release look for, schedule for identified teachers, coaching recaps	5/18/2016 monthly
G1.B5.S1.A1	Secure Brain Based Learning Consultant	Gordon, Monica	9/23/2015		2/29/2016 triannually

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Bully-Proofing Your School District Curriculum	Baker, Thurman	9/1/2015	School Safe Audit Portfolio will contain evidence	6/1/2016 annually
G2.B1.S2.A1	The school will plan a Fall school-wide Omega Man assembly.	Baker, Thurman	9/3/2015	Literature and teacher resource materials (Emailed)	9/3/2015 one-time
G2.B2.S1.A1	If students are found in need of a Behavioral Report Card the Guidance Counselor will give the teacher a referral form to identify specific behaviors to target and a chart will be developed for student use and behavioral tracking.	Baker, Thurman	8/24/2015	Student charts	6/3/2016 daily
G2.B3.S1.A1	School website will be updated on a regular basis.	Ferguson, Lynda	9/14/2015	Website update request forms	6/3/2016 biweekly
G1.B1.S1.A2	Teachers in grades K-5 will bring published student products to common planning to analyze and compare to teacher created task exemplars for scoring calibration.	McDuffie, Latonya	9/8/2015	Student artifacts, Common Planning Agenda, Common Planning Sign-in sheets	6/1/2016 weekly
G1.B1.S2.A2	The instructional coaches will model the use of Thinking Maps while facilitating common planning.	Pivetz, Adriana	9/8/2015	Agendas, sign-in sheets, digital photos of Thinking Maps	6/1/2016 weekly
G1.B2.S1.A2	Instructional coaches will support teachers with identifying what differentiated instruction looks like for students approaching goal, at goal and beyond goal.	Ferguson, Lynda	9/14/2015	Common Planning agenda, sign-in sheet, minutes, lesson plans, observation of model lessons	6/1/2016 monthly
G1.B2.S2.A2	Coaches and classroom teachers will collaborate to decide next steps for instruction based on data and teacher reflections	McDuffie, Latonya	9/23/2015	Coaches log, pre/post conference forms, small group lesson plans, common planning sign-in sheets and agendas	6/1/2016 monthly
G1.B2.S3.A2	Content area coaches will schedule and accompany teachers to observe model classrooms utilizing standards based instruction.	Ferguson, Lynda	9/28/2015	schedule, teacher reflections	6/1/2016 monthly
G1.B3.S1.A2	Instructional coaches will show demonstration lesson videos to teachers and then guide the teachers in a discussion about evidence of gradual release in the lesson.	McDuffie, Latonya	10/21/2015	Meeting agenda and sign-in sheets. Lesson plans for demonstration lessons.	5/18/2016 every-2-months
G2.B3.S1.A2	School Messenger Call Outs	Gordon, Monica	7/1/2015	School Messenger call out reports	7/1/2016 weekly
G1.B1.S1.A3	Teachers will ensure students are utilizing Interactive Notebooks (INB) to support the writing process in all content areas.	McDuffie, Latonya	9/8/2015	Observation notes, PLC sign-in sheets/agendas, Student artifacts and teacher created exemplars	6/1/2016 weekly
G1.B1.S2.A3	Teachers will be provided time to observe a Thinking Map model teacher and debrief with an instructional coach. Content Area coaches will arrange observations and the CRT will assist as necessary.	Ferguson, Lynda	10/5/2015	Observing teachers will submit a "Look For" form with reflections. Pre- and post-discussion feedback notes	6/1/2016 monthly
G1.B2.S2.A3	Classroom walkthrough data showing instructional trends, specifically areas of weakness will be shared with teachers to help improve instructional practices.	Ferguson, Lynda	10/23/2015	Observation/walkthrough tool	6/1/2016 quarterly
G2.B3.S1.A3	School Literature: Supply/Dress Code lists, At-A-Glance, Parent/Student Handbook, Newsletters	Gordon, Monica	7/1/2015	Artifacts in Goal 2, Barrier 3 of SIP Binder	7/1/2016 weekly
G1.MA1	Classrooms will show evidence of increased rigorous writing in all content areas through posting of	Gordon, Monica	9/28/2015	Quality of student work, quality of instruction, and amount of exemplary authentic student work posted as	6/3/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	authentic student work and rubrics that are aligned with the DOK of the standards. In addition, Teachers will use weekly assessments, unit assessments, and I-Station/iReady to assess student learning.			observed through CWTs. Artifacts from data sources	
G1.B1.S1.MA1	Leadership team will conduct class walkthroughs to look for evidence of quality student artifacts.	Gordon, Monica	9/16/2015	Walkthrough observation checklists and student artifacts	6/1/2016 weekly
G1.B1.S1.MA1	Observe and attend common planning, observe and attend PLC meetings, Review sign-in sheets	Gordon, Monica	9/8/2015	Observation notes, PLC sign-in sheets/agendas, Student artifacts and teacher created exemplars	6/1/2016 biweekly
G1.B1.S1.MA2	Leadership team will conduct class walkthroughs to look for evidence of quality student artifacts.	Gordon, Monica	9/16/2015	Walkthrough observation checklists and student artifacts	6/1/2016 weekly
G1.B2.S1.MA1	Administration will monitor the effectiveness and consistency of support provided by coaches to teachers with utilization of the new scope & sequence, blueprints, and item specifications.	Gordon, Monica	9/22/2015	CWT data and notes	6/1/2016 monthly
G1.B2.S1.MA1	Review common planning agendas/sign-in sheets/minutes, walkthrough checklists, pre/post conference forms, coaches action plans	Gordon, Monica	9/22/2015	Meeting agendas, sign-in sheets, minutes, meetings with instructional coaches and lesson plans.	6/1/2016 weekly
G1.B3.S1.MA1	Administration will analyze data from the first and final observation with a focus on the 8 key elements in DQ2, DQ3, and DQ4	Gordon, Monica	10/1/2015	8 key elements on TEAM observation form	5/1/2016 semiannually
G1.B3.S1.MA1	The instructional coaches and administration will look for evidence of the gradual release process during classroom walkthroughs.	Gordon, Monica	9/29/2015	Classroom walkthrough checklist and notes, pre/post conference forms	5/27/2016 weekly
G1.B5.S1.MA1	CWT trend data and SIP artifacts will be reviewed	Gordon, Monica	9/28/2015	CWT data, Goal 1 artifacts	6/1/2016 biweekly
G1.B5.S1.MA1	Actionable items defined from each session will be monitored and reviewed through CWT's and Common Planning	Gordon, Monica	9/1/2015	CWT data, Common Planning recaps, student and teacher artifacts	6/10/2016 biweekly
G1.B1.S2.MA1	Teachers will bring student artifacts to common planning for analysis and sharing. Administration will look for evidence of utilization of Thinking Maps to support writing in response to text in all content areas through classroom walkthroughs (CWT).	Gordon, Monica	10/28/2015	Scores from all data sources (data binder), CWT data	6/1/2016 monthly
G1.B1.S2.MA1	Administration will attend Thinking Map trainings, common planning meetings, and PLCs.	Gordon, Monica	9/8/2015	Notes, Handouts, agendas, student exemplars in all content areas. CWT schedule. PLC sign-in sheets, common planning sign-in sheets and a model teacher schedule.	6/1/2016 monthly
G1.B1.S2.MA1	Administration will attend Thinking Map trainings, common planning meetings, and PLCs.	Gordon, Monica	9/8/2015	Notes, Handouts, agendas, student exemplars in all content areas. CWT schedule. PLC sign-in sheets, common planning sign-in sheets and a model teacher schedule.	6/1/2016 monthly
G1.B2.S2.MA1	Data binder Weekly Assessments Literacy First Assessments Mini-assessment data	Gordon, Monica	10/23/2015	Scores from all data sources (data binder), CWT data	6/1/2016 monthly
G1.B2.S2.MA1	Review student data, walkthrough checklists, administration will attend 1/2 day planning	Gordon, Monica	10/23/2015	Planning agendas, minutes, sign-in sheets, data and feedback	6/1/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S3.MA1	Effectiveness of implementation will be monitored through CWT data and supported through the coaching cycle	McDuffie, Latonya	10/28/2015	We will use CWT reports, student artifacts, and scores from Write Score	6/1/2016 monthly
G1.B1.S3.MA1	The Literacy Coaches will monitor evidence of implementation of strategies in lesson plans and classroom walk-through. Teachers will receive support during common planning and through the coaching cycle.	McDuffie, Latonya	9/1/2015	Evidence of implementation with fidelity will include: lesson plans, common planning recaps, and CWT notes	6/1/2016 weekly
G1.B2.S3.MA1	Classroom walkthrough data will show increased standards based instruction.	Gordon, Monica	8/27/2015	Classroom walkthrough data	6/1/2016 monthly
G1.B2.S3.MA1	Administration will observe the model teacher, coaching cycle and classroom walkthrough days.	Gordon, Monica	8/27/2015	"Look for" forms with reflections, coaches logs, instructional modeling schedule, coaching cycle schedule	6/1/2016 every-2-months
G2.MA1	Monitor SIP goals with Leadership Team	Gagnon, William	10/1/2015	Leadership Meeting agendas, minutes, EWS reports	6/3/2016 quarterly
G2.B1.S1.MA1	Discipline reports of Bullying/Harassments	Gagnon, William	10/1/2015	EWS Data	6/3/2016 quarterly
G2.B1.S1.MA1	Safe School Audit Portfolio	Gagnon, William	10/1/2015	Maintain audit file of evidence and provide updates at Safe School Committee meetings.	6/3/2016 quarterly
G2.B2.S1.MA1	Leadership Team	Gagnon, William	10/30/2015	EWS Suspension Reports	6/3/2016 monthly
G2.B2.S1.MA1	Consult with the district Student Services department and school assigned support personnel to review disciplinary incidents of students as needed in ESE Manifestation Determination, MTSS-Behavior, and 504 Suspension Review meetings.	Gordon, Monica	8/24/2015	ESE meeting notes, MTSS review documentation, district communications	6/3/2016 weekly
G2.B3.S1.MA1	We will monitor attendance of parent visits, community partnerships and website traffic.	Gordon, Monica	7/1/2015	Sign-in sheets, climate surveys, website traffic reports	7/1/2016 biweekly
G2.B3.S1.MA1	We will monitor attendance of parent visits, community partnerships and website traffic.	Gordon, Monica	7/1/2015	Sign-in sheets, climate surveys, website traffic reports	7/1/2016 biweekly
G2.B3.S1.MA1	Weekly updates of school events and review of reports	Gordon, Monica	9/1/2015	Bi-Weekly usage reports and website update time stamps, call out reports, samples of literature	7/1/2016 biweekly
G2.B1.S2.MA1	The school will monitor and track DecisionEd Data and Bully Reports	Gagnon, William	8/24/2015	EWS Reports, Bully Reports	6/3/2016 weekly
G2.B1.S2.MA1	Guidance Counselors will reinforce bully prevention skills from assembly	Baker, Thurman	9/7/2015	Emails, printed resources, classroom visits	6/3/2016 weekly

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. Beverly Shores Elementary School will understand, plan, and deliver standards based instruction including writing and responding to text in all content areas.

G1.B1 Teachers need to continue deepening their understanding of the Florida ELA Standards.

G1.B1.S3 Teachers will be provided support with the ELA standards with an emphasis on the writing standards via Core Connections professional development outlining writing strategies and resources.

PD Opportunity 1

BSE will partner with two sister elementary schools for 3 training sessions

Facilitator

Core Connections

Participants

4th & 5th Grade Teachers

Schedule

On 1/29/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	The Literacy Coach and ART will gradually release the process of analyzing the writing standards and develop task exemplars and rubrics aligned with the DOK of the writing standards during K-5 common planning.				\$0.00
2	G1.B1.S1.A2	Teachers in grades K-5 will bring published student products to common planning to analyze and compare to teacher created task exemplars for scoring calibration.				\$0.00
3	G1.B1.S1.A3	Teachers will ensure students are utilizing Interactive Notebooks (INB) to support the writing process in all content areas.				\$0.00
4	G1.B1.S2.A1	Teachers will participate in three (3) Thinking Maps professional development training provided by the Thinking Maps company.				\$7,650.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0031 - Beverly Shores Elementary School	Title I Part A		\$7,650.00
			<i>Notes: Notes</i>			
5	G1.B1.S2.A2	The instructional coaches will model the use of Thinking Maps while facilitating common planning.				\$0.00
6	G1.B1.S2.A3	Teachers will be provided time to observe a Thinking Map model teacher and debrief with an instructional coach. Content Area coaches will arrange observations and the CRT will assist as necessary.				\$0.00
7	G1.B1.S3.A1	BSE will partner with two sister elementary schools for 3 training sessions				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0031 - Beverly Shores Elementary School	Title I Part A		\$1,500.00
			<i>Notes: Notes</i>			
8	G1.B2.S1.A1	Instructional coaches will guide teachers through the planning process utilizing the blueprints and item specifications to determine what students will learn and how they will learn it.				\$0.00
9	G1.B2.S1.A2	Instructional coaches will support teachers with identifying what differentiated instruction looks like for students approaching goal, at goal and beyond goal.				\$0.00
10	G1.B2.S2.A1	Teachers will analyze data to determine the effectiveness of instruction.				\$0.00
11	G1.B2.S2.A2	Coaches and classroom teachers will collaborate to decide next steps for instruction based on data and teacher reflections				\$0.00

Budget Data						
12	G1.B2.S2.A3	Classroom walkthrough data showing instructional trends, specifically areas of weakness will be shared with teachers to help improve instructional practices.				\$0.00
13	G1.B2.S3.A1	Content area coaches will provide teachers with additional support in the delivery of standards based instruction through the use of the coaching cycle.				\$0.00
14	G1.B2.S3.A2	Content area coaches will schedule and accompany teachers to observe model classrooms utilizing standards based instruction.				\$0.00
15	G1.B3.S1.A1	Instructional coaches will develop a schedule for identified teacher(s) to watch a demonstration lesson in a model classroom with specific "look for" during the lesson.				\$0.00
16	G1.B3.S1.A2	Instructional coaches will show demonstration lesson videos to teachers and then guide the teachers in a discussion about evidence of gradual release in the lesson.				\$0.00
17	G1.B5.S1.A1	Secure Brain Based Learning Consultant				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0031 - Beverly Shores Elementary School	Title I Part A		\$1,500.00
			<i>Notes: Notes</i>			
18	G2.B1.S1.A1	Bully-Proofing Your School District Curriculum				\$0.00
19	G2.B1.S2.A1	The school will plan a Fall school-wide Omega Man assembly.				\$795.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0031 - Beverly Shores Elementary School	Title I Part A		\$795.00
			<i>Notes: Notes</i>			
20	G2.B2.S1.A1	If students are found in need of a Behavioral Report Card the Guidance Counselor will give the teacher a referral form to identify specific behaviors to target and a chart will be developed for student use and behavioral tracking.				\$0.00
21	G2.B3.S1.A1	School website will be updated on a regular basis.				\$0.00
22	G2.B3.S1.A2	School Messenger Call Outs				\$0.00
23	G2.B3.S1.A3	School Literature: Supply/Dress Code lists, At-A-Glance, Parent/Student Handbook, Newsletters				\$0.00
					Total:	\$11,445.00