

Orange County Public Schools

# Bay Meadows Elementary



2015-16 School Improvement Plan

## Bay Meadows Elementary

9150 S APOPKA VINELAND RD, Orlando, FL 32836

[www.ocps.net/lc/southwest/ebm](http://www.ocps.net/lc/southwest/ebm)

### 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	37%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate (Reported as Non-white on Survey 2)</b>
No	No	58%

### 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>	A*	A	A	A

*\*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 Orange 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
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

To lead our students to success with the support and involvement of families and the community

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

To be the top producer of successful students in the nation

#### School Environment

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

At Bay Meadows Elementary, we use a variety of strategies to build deeper relationships between staff and students that result in a stronger understanding of our students' cultures and beliefs. Bay Meadows Elementary uses the Conscious Discipline program to build relationships with students and families. Specifically, we implement a friends and family bulletin board in classrooms to learn about and celebrate the diversity in our school and classrooms. In addition, Bay Meadows Elementary School Advisory Council represents the ethnicity of the school's population. By ensuring we have parents, community members, and staff that represent the diverse backgrounds of the school, we are able to learn about other cultures and develop activities.

Our School Advisory Council meets a minimum of eight times a year. Our Multilingual Parent Leadership Council meets once per marking period to provide resources for our second language learners. This also includes resources for multilingual services as well as other community services. Teachers meet with parents during conference nights to gain insight into students' backgrounds and further develop relationships between home and school. Bay Meadows Elementary also employs the following to keep parents involved in the school events and activities: Koala Gram (school newsletters), classroom newsletters, e-mail communication, school messenger, Parent Teacher Association website e-mail blasts, marquee notification, and student planners. By providing these varied forms of communication, we are involving parents, teachers, and students to strengthen relationships.

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

Bay Meadows Elementary School employs various strategies, programs and processes to create an environment where all stakeholders feel safe and respected before, during, and after school. The following programs, strategies, and processes are employed: Bay Meadows School Safe Plan, Code of Student Conduct, Bay Meadows Elementary Student Handbook, Peaceful Bus Program, Conscious Discipline, Bay Meadows Elementary Guidelines for Success, Bay Meadows School-Wide Rules and Procedures for Common Areas, Character Education, and Bay Meadows Elementary Behavior Leadership Team.

Bay Meadows Elementary School Safe Plan is used to ensure that all staff members know the procedures in the event of a variety of emergencies that may occur on campus. The Code of Student Conduct is reviewed in individual classrooms and on the morning news. Parents and students sign an agreement form agreeing to follow the Code of Student Conduct. The student handbook is available to new students and reviewed by teachers to further develop understanding of school rules and procedures, which assist in creating a safe environment.

The Peaceful Bus Program is utilized to ensure that students know and follow district and school

expectations while on the school bus. Conscious Discipline is a school-wide discipline plan that gives teachers strategies to create a classroom community that fosters student awareness of behavior and provides techniques for teachers and students to use to help everyone feel safe.

The Behavior Leadership Team monitors the implementation of the various strategies, programs and processes that are used to create a safe environment and ensure that all students clearly understand the behavior expectations, before, during, and after school. The members of The Behavior Leadership Team worked together to analyze areas for improvement and to work individually with students as needed.

**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**

The Bay Meadows Elementary Behavior Leadership Team ensures that the school guidelines for student behavior and the school-wide rules and procedures are followed. One strategy used to minimize distractions and keep students engaged during instructional time is the use of a Conscious Discipline structure known as the "safe place". Students have an area to go to in a classroom for a brain break when feeling stress. This area provides students with space and time to reflect while still being a part of the classroom.

Classroom teachers use many strategies from Conscious Discipline and CHAMPS to create routines and procedures in the classroom to provide positive behavior supports as well as consequences that align with the school expectations. Classroom teachers communicate with parents, and members of the Behavior Leadership Team to address behavior concerns, develop behavior plans or contracts as applicable to assist students in becoming successful. All Bay Meadows Elementary staff members are responsible for teaching and monitoring school rules and procedures. New staff members are provided with training on Conscious Discipline techniques. The staff newsletter provides continued reminders of various discipline techniques. The Behavior Leadership Team (BLT) monitors teacher use of behavior management strategies to ensure that behavior reinforcements and consequences are fairly and consistently enforced throughout the school.

**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**

The BLT, which includes the Multi-Tiered System of Supports (MTSS) Coach, works closely with all classroom teachers and staff members to ensure that the social-emotional needs of all students are met. The BLT works closely with teachers and staff to guide them and offer support and solutions for individual students as needed.

The Conscious Discipline program assists teachers in creating a classroom environment where the teacher works with students to provide support to students to ensure that all students' social-emotional needs are met. The Behavior Leadership Team works with students to guide and mentor to meet their needs including developing individual student behavior plans as needed. In addition, the school employs the services of a part-time school psychologist and school social worker when needed to provide support for students and families. The school also works with ADDitions volunteers to provide a Breakfast Bunch mentoring program for students who need more emotional support.

### 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**

The school social worker monitors student tardiness and attendance on an on-going basis and provides the staffing specialist, registrar, and administration with a list of students who have

excessive tardiness and/or absences on a weekly basis. The social worker follows up her notification with a meeting to discuss these students focusing on what needs to be done to correct the issue and examining if they have other early warning indicators that need to be addressed as well. Teachers closely monitor attendance and report to the Child Study Team when absences become a concern. The school follows district policies regarding attendance and truancy. The Bay Meadows Behavior Team members were previously trained in CHAMPS and implement positive behavior strategies to reduce suspensions including monitoring at-risk students and proactively working with students before there are behavior issues. Interventions are put into place for students with more than one suspension in order to increase the chance of the student staying in school.

The administrative team reviews all student report cards for each marking period checking for accuracy and to identify students who require additional support.

Daily intervention time is scheduled in all classrooms and the intervention groups remain fluid based on common formative assessment results analyzed by grade level teams during PLCs. Teachers closely monitor student performance and behaviors, reporting to the MTSS team when students have one or more early warning indicators.

**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	11	9	8	1	14	4	47
One or more suspensions	0	0	2	0	0	1	3
Course failure in ELA or Math	18	10	18	33	37	29	145
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level					Total
	K	1	2	4	5	
Students exhibiting two or more indicators	3	1	1	7	1	13

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

Monthly MTSS meetings are held to discuss the progress of students in the MTSS process and review interventions while evaluating effectiveness to determine if adjustments need to be made to the interventions. Whenever a student is placed on Tier 3 of the MTSS process, a meeting is held with the parents, teacher, staffing specialist, administration, and any other applicable staff members required based on the students' needs in order to ensure the parents are utilized as part of the MTSS process to help their child be successful. This meeting is also held with some of the Tier 2 students as well. Teachers participate in weekly PLC/Common Planning meetings to discuss the needs of all students including at-risk (below grade level) students, strategic (on grade level) students, and enrichment (above grade level students). Also, at the PLC meetings, grade level teams review the instructional focus calendars and student achievement data including results from common formative assessments to plan out their instruction. Strategic professional development is planned out and delivered to teachers in small group settings during each nine- week period, which focuses on increasing rigor in the classrooms and raising student achievement with at-risk students.

**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**

Bay Meadows Elementary utilizes various means to build positive relationships with families to increase involvement. The School Advisory Council (SAC) and Parent Teacher Association (PTA) work together to provide additional opportunities for parents to participate in academic and family events. The PTA plans family fun nights, Donuts with Dad, Fitness Events, Muffins with Mom, and a Spaghetti Dinner. The SAC works to develop sessions for Curriculum Night. The SAC also collaborates with the teachers and staff to analyze and develop goals and activities that work toward school improvement. After the SAC collaborates with teachers and staff, the group participates in a SAC retreat to develop further the ideas for the School Improvement Plan. In addition, the school enlists the assistance of grade level representatives to join Literacy, Math, Science, and Technology committees to generate and develop sessions for curriculum night and plan Family Science Night. The school utilizes the school website, the PTA website, School Messenger, the school marquee, as well as the school newsletter to inform and celebrate family events and involvement. Parents are informed of student progress in the following ways: Teacher communication through conferences, Progress Book, student planners, and e-mail. The district's mission and vision are shared with families at the New Parent Orientation held twice per school year. Additionally, all stakeholders have a constant reminder of the school's vision upon approach to the main office where it is painted in large letters for all to see. In addition, each grade level develops a weekly newsletter that highlights various curriculum and events. This newsletter is e-mailed to parents each week.

**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**

Bay Meadows Elementary establishes partnerships with community members and businesses to assist in supporting student achievement utilizing the Orange County Public Schools Partners in Education program. Sand Lake Chick-fil-A is a business partner that supports students by providing a community business member as a part of our SAC committee. Sand Lake Chick-fil-A, along with other business partners, provides student incentives for both behavioral and academic achievement. In addition, businesses, community members and volunteers donate their time to provide presenters for Teach-In and Family Science Night to deepen student understanding of concepts. The school also conducts a needs assessment to determine what types of resources and support would benefit student achievement as well to match partner resources to various events.

**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
Angelo, Pamela	Principal
Gael, Amy	Instructional Coach
Murray, Lisa	Other
Baylor, Justin	Dean
Anderson, Amber	Instructional Coach

## Duties

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

The school leadership team collaborates on the development and implementation of the School Improvement Plan. The members monitor the activities listed in the plan and analyze data throughout scheduled data meetings with transfer of action plans. Pamela Angelo, Principal, Amy Gael, CRT, and Lisa Murray, Staffing Specialist and Multi-Tiered System of Support Coach all serve on the School Advisory Council (SAC) and coordinate the shared decision making, collaboration, and training of the parents, community, and staff SAC members each year to assist in the development of the Bay Meadows Elementary School Improvement Plan.

Additionally, the Principal, Pamela Angelo, serves as an instructional leader as she conducts classroom observations, monitors lesson plans, provides targeted feedback to teachers and analyzes data to determine staff development needs to plan quality staff development based on school and grade level trends.

The Staffing Specialist, Lisa Murray, works with teachers and parents to address instructional needs of students and monitors the progress monitoring of students identified as needing immediate intensive intervention or needing enrichment, or exceptional education services.

The Dean, Justin Baylor, conducts classroom observations and provides targeted feedback to teachers to help support effective instructional practices in the classroom. Additionally he serves as the ESOL Compliance contact. He also provides guidance to teachers and staff regarding student behavior.

The CRT, Amy Gael, works as an instructional coach to model various teaching strategies and provide coaching feedback to teachers through classroom observations, the facilitation of professional learning communities and collaboration sessions. Amy Gael also works together with the Principal to plan and present quality professional development based on analysis of school and grade level needs.

### ***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 school-based Multi-Tiered System of Support (MTSS) Leadership Team meets weekly to analyze school and grade level trends and review individual student performance data. Team members review student performance to identify academic and behavior concerns that may need interventions. Teachers on grade levels assist MTSS team members with the progress monitoring process, particularly graphing data set points and making instructional adjustments accordingly based on student needs and progress.

The leadership team performs a cumulative record review for Tier I and II students the third week of each month and the School Psychologist meets with the MTSS team to discuss/review Tier II/Tier III the fourth week of each month.

Funding is secured through the Bay Meadows Elementary' Parent Teacher Association fundraising

efforts as well as additional funding from the school's general fund to provide substitutes for various trainings and one-one-one testing needs. These include: Marzano training for the Effective Teacher Evaluation System and Language Arts Florida Standards (LAFS) and Mathematics Florida Standards (MAFS) training;

Supplemental Academic Instruction Funds: These funds will be utilized for after school tutoring in the second semester of the school year and to provide intervention materials for differentiated instruction throughout the entire school year.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Pamela Angelo	Principal
Amy Gael	Teacher
Lisa Eugene	Teacher
Amber Anderson	Teacher
Lisa Murray	Teacher
Vivian Prior	Education Support Employee
Aimee Hirten	Parent
Lydia Sedely	Business/Community
Monica Phillippart	Parent
Jayshree Radhakrishnan	Parent
Shelly Prado	Parent
Onaiza Chippe	Teacher
Jackie Butler	Parent
Catherine Parr	Parent
Gigi Burgos	Parent
Hanna Tryon	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*

The School Advisory Council (SAC) members meet for one full day at a retreat to discuss the various activities that were a part of the School Improvement Plan. Prior to the meeting the SAC members gather information from teachers and staff to gain insight and staff perspective of the success or improvements needed. At the retreat SAC Members analyze various activities, subgroups, and goals to determine their success. The SAC members make suggestions for activities to improve, activities to maintain, activities to eliminate, or activities to add to the school improvement plan.

*Development of this school improvement plan*

The SAC members worked in collaboration with the school staff to review the strategies and progress of previous years' school improvement efforts. The SAC members along with the staff reviewed school data and brainstormed possible strategies to implement in the 2014 - 2015 school year. The SAC members also conduct a school needs assessment yearly and present, analyze and make

suggestions for school improvement based on the survey results.

Once the school improvement plan is completed and approved, the SAC will present the school improvement plan at a scheduled SAC meeting to all parents and community members attending. This event will be advertised on the school marquee and all parents will be notified through School Messenger. In addition to that, the teachers and staff will review the school improvement plan at a scheduled staff meeting. The school improvement plan is posted on our school website for the duration of the school year. Also, the Literacy, Science, and Math committees use the school improvement plan as guideline when planning events.

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

The annual budget was shared with the School Advisory Council by the principal to discuss this year's funding.

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

The state does not provide funding via SAC, however when funds are required the school general fund will be utilized. The SAC surveys are on-line and require no funding. The SAC Curriculum Night activity (that parents will develop) will require a budget of \$100 at the maximum. Supplemental Academic Instruction funds will be used for tutoring.

***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
Angelo, Pamela	Principal
Gael, Amy	Instructional Coach
Murray, Lisa	Teacher, Adult
O'Dell, Tracy	Teacher, K-12
Compton, Michelle	Teacher, K-12
Fiffick, Jessie	Teacher, K-12
McBride, Sarah	Teacher, K-12
Sprague, Jessica	Teacher, K-12
Wilmot, Michele	Teacher, K-12
Panzella, Adam	Teacher, K-12
Chippa, Onaiza	Teacher, K-12
Frisby, Pamela	Teacher, K-12
Burginia, Noreen	Teacher, K-12
Porter, Lisa	Teacher, K-12
Safford, Laura	Teacher, K-12
Delmarco, Mary	Teacher, K-12
Baylor, Justin	Dean

## Duties

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

The Literacy Leadership Team (LLT) works to ensure literacy (reading and writing) is integrated into all core content areas, increase writing across the curriculum areas via academic notebooks/journals, and to promote Accelerated Reader (AR) and Sunshine State books across grade levels. In addition, the LLT works to differentiate instruction to provide enrichment, maintenance and remediation for all students and to create a positive reading climate. In order to accomplish these tasks the LLT meets as needed to plan and implement activities that support the above.

## 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**

Bay Meadows Elementary employs several strategies to encourage positive working relationships between teachers. Each grade level of teachers has dedicated time for planning daily. The teachers have one common planning time per week to collaboratively plan lessons. In addition, each grade level, special area teacher and resource teacher works collaboratively one day a week in a Professional Learning Community (PLC) to plan instruction.

Every PLC develops norms for working together and defines roles. The development of PLC norms assists teachers to develop positive working relationships. Each teacher in the PLC works to focus and collaborate regarding what students need to know and be able to do as well as determine how to measure student learning of standards. In addition, the PLC plans what to do for students who need enrichment on skills and what to do with students who need remediation of skills.

Teachers collaborate to develop common assessments that are aligned to the depth of knowledge of the Florida Standards. Teachers also have the opportunity to participate in instructional rounds to observe

instructional strategies and collaborate following peer-observation. Instructional rounds occur a few times a year based on each teacher's Deliberate Practice and targeted support needs.

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

Bay Meadows Elementary utilizes strategies to recruit and develop highly qualified effective teachers. Both new teachers to the profession and experienced but new to the school teachers are assigned a mentor for support and guidance. The new teachers to Bay Meadows Elementary are provided a special welcome orientation to assist them in transitioning to the school routines, procedure and culture. New staff members receive additional support from the instructional coach, Amy Gael, to assist them further with their instructional needs. All teachers are welcomed back each year with a special principal welcome back letter and breakfast. During the welcome back breakfast, the principal celebrates the success of the prior school year.

Strategies include: meeting with new staff members a minimum of four times a year to review curriculum and school events (principal, instructional coach, mentors), teachers' Welcome Back luncheon, and multiple Teacher Appreciation luncheons (principal, PTA committee), ADDition volunteers to assist with curriculum school and community events (principal, addition coordinator), communication through the website to promote school programs (principal, instructional coach, technology support).

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

Bay Meadows Elementary follows Orange County Public Schools Beginning Teacher Program procedures to ensure that all first and second year teachers are assigned a qualified mentor. Pairing a new teacher to a mentor teacher involves ensuring that the mentor teacher has completed the required clinical educator training. In addition, considerations are made in pairing a new teacher to a mentor teacher based on schedules whenever possible to provide more opportunities for the mentor teacher to meet and support the new teacher.

All new teachers to Bay Meadows Elementary attend an orientation to learn about the routines, procedures, and resources specific to Bay Meadows. At the orientation, new teachers to Bay Meadows Elementary participate in a scavenger hunt as well as other activities that provide them with information and support to ensure a successful school year.

## **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 district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction. Planning begins by analyzing the standard and using Measurement Topic Plans from the Instructional Management System.

#### **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***

Bay Meadows Elementary uses assessment data to inform instruction to meet student needs. Teachers use both formative and summative assessment data to drive their instruction. Grade level common assessments are used to determine mastery of skills that have been taught. Remediation and enrichment lessons are planned based on analysis of the common assessments. Students needing additional instruction and re-teaching are provided additional instruction and re-assessed to determine mastery. Teachers also plan instruction to extend learning for students who have mastered specific content.

***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:** Extended School Day

**Minutes added to school year:** 960

This is an eight-week after-school program designed to assist students with test-taking strategies. Students are chosen by assessing the level of achievement both from the previous year's data and their current assessment data.

### ***Strategy Rationale***

The new Florida Standards Assessment requires students to respond to a variety of questions through new response mechanisms. By providing extra practice in the type of response mechanisms to students, we will increase the students' understanding of the strategies to use to answer various response mechanisms as well as provide them with tools to assist them in the rigorous demands of the items on the assessments.

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

- Core Academic Instruction

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

Murray, Lisa, [lisa.murray@ocps.net](mailto:lisa.murray@ocps.net)

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

The FSA data will be collected at the end of the year to evaluate how well students performed.

**Strategy:** Before School Program

**Minutes added to school year:** 4,140

Bay Meadows Elementary provides 3rd Grade Reading Acceleration tutoring three mornings a week for one hour each morning. The 3rd Grade Reading Acceleration Tutoring Program runs for twenty-three weeks during the school year. Students are selected based on the i-Ready assessment, teacher input, and teacher-created formative assessments. These assessments are utilized to measure student learning.

### **Strategy Rationale**

The purpose of the 3rd Grade Reading Acceleration tutoring is to accelerate selected 3rd grade students who would benefit from multiple exposures in the area of reading. To achieve this acceleration, students will be pre-taught the targeted skills and strategies they will be learning in the whole group/small group portion of the ELA Block. The Minority Achievement Office initiatives aim to close the achievement gap. This initiative specifically targets Black and Hispanic students who are bordering “needs” to “on target” (sometimes referred to as “bubble students”) that would benefit from this pre-teaching to accelerate their learning.

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

- Core Academic Instruction

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

Murray, Lisa, lisa.murray@ocps.net

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

The following data will be collected for students attending 3rd Grade Reading Acceleration tutoring: student attendance for the 3rd grade Reading Acceleration program, i-Ready performance data, teacher-created formative assessment data, and Journeys Assessments.

## **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**

Bay Meadows Elementary offers two New Parent Orientation Meetings to support incoming students and parents as they transition from one school to another. The Bay Meadows Elementary Additions program coordinators attend both orientations to encourage parents to become involved in the various events and activities of the Parent Teacher Association, The Additions Program, and The School Advisory Council.

Teachers also provide support to students through planned vertical collaboration meetings where each grade level team meets with the grade level team above them to discuss strengths and weaknesses of skills. To accomplish this vertical collaboration, kindergarten meets with first grade, first grade meets with second grade, second grade meets with third grade, third grade meets with fourth grade, and fourth grade meets with fifth grade to discuss strengths and weaknesses of skills. Students who leave Bay Meadows at the end of their fifth grade year attend a sixth grade overview provided by Southwest Middle School Guidance Counselors at Bay Meadows. In addition, the fifth grade students attend a Step-Up field trip to Southwest Middle School.

## 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**

Bay Meadows Elementary participates in Teach-In every year to expose students to a variety of career opportunities. All classes participate in Teach-In. Approximately 50 sessions presented by many professionals are scheduled. Sessions have included information about being a doctor, a photographer, a model, a wedding planner, a physical fitness trainer, a yoga instructor, a scientist, a computer program, an engineer, a chef, a theme park employee, a financial adviser and many other professions.

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

Not applicable

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

Not applicable

**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**

Not applicable

## 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.** Staff will plan and deliver standards-based instruction through the use of effective collaborative planning resulting in increased student achievement. (Accelerate Student Performance)
  
- G2.** Staff will increase their understanding of the required level of rigor in standards to support standards-based instruction resulting in an increase in student achievement. (Accelerate Student Performance)

## 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.** Staff will plan and deliver standards-based instruction through the use of effective collaborative planning resulting in increased student achievement. (Accelerate Student Performance) 1a

G072675

**Targets Supported** 1b

Indicator	Annual Target
5Es Score: Collective Responsibility	100.0
5Es Score: Quality PD	100.0

**Resources Available to Support the Goal** 2

- Two teachers and members of the leadership team have attended the Common Assessments training with Cassie Erkens and will provide support to teachers during Professional Learning Community planning sessions.
- Experienced teachers with knowledge of grade level standards will provide support and guidance to new team members.

**Targeted Barriers to Achieving the Goal** 3

- Many teachers are new to their grade level and as a result must learn their grade-level standards and develop collegiality with new team members.
- As a result of the self-assessment, it is evident that teachers lack the required time to plan vertically to decrease gaps in instruction from grade level to grade level.
- Teachers lack the knowledge of the process to create rigorous standards-based assessments that are required to drive instruction.

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

Leadership team will conduct classroom walkthroughs and review student performance data to monitor whether teachers' collaborative planning has resulted in instruction aligned to the standards and an increase in student achievement.

**Person Responsible**

Pamela Angelo

**Schedule**

Semiannually, from 1/15/2016 to 4/29/2016

**Evidence of Completion**

iObservation data, and student performance data

**G2.** Staff will increase their understanding of the required level of rigor in standards to support standards-based instruction resulting in an increase in student achievement. (Accelerate Student Performance) 1a

G072676

**Targets Supported** 1b

Indicator	Annual Target
5Es Score: Quality PD	100.0
5Es Score: Collective Responsibility	100.0

**Resources Available to Support the Goal** 2

- Marzano Instructional Framework
- Webb's Depth of Knowledge
- Hess' "Cognitive Rigor Matrix"
- Test Item Specifications
- Instructional Management System
- Florida Standards English Language Arts and Florida Standards Mathematics
- CPALMS

**Targeted Barriers to Achieving the Goal** 3

- Teachers lack familiarity with the Florida Standards.

**Plan to Monitor Progress Toward G2.** 8

Leadership team will conduct classroom walkthroughs and review student performance data to monitor whether teachers' collaborative planning has resulted in instruction aligned to the standards and an increase in student achievement. In addition, common assessments will be reviewed for evidence of aligned standards and required levels of rigor.

**Person Responsible**

Pamela Angelo

**Schedule**

Weekly, from 9/2/2015 to 5/25/2016

**Evidence of Completion**

iObservation data, student performance data

## 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.** Staff will plan and deliver standards-based instruction through the use of effective collaborative planning resulting in increased student achievement. (Accelerate Student Performance) **1**

 G072675

**G1.B1** Many teachers are new to their grade level and as a result must learn their grade-level standards and develop collegiality with new team members. **2**

 B189629

**G1.B1.S1** Teachers will build collegiality and professionalism through a team-building pre-planning activity and during grade-level team meetings throughout the year. **4**

 S200973

### Strategy Rationale

In order for teachers to work well together, they must develop positive relationships. Team-building exercises help teachers to get to know each other and develop collegiality and professionalism.

### Action Step 1 **5**

Teachers will share their expertise and strengths in grade-level discussions and represent those strengths in a non-linguistic way. Each team will share their non-linguistic representation of their team with all teams at pre-planning.

#### Person Responsible

Pamela Angelo

#### Schedule

On 8/17/2015

#### Evidence of Completion

Non-linguistic representations

### Action Step 2 5

Teachers will develop team norms that address what team members will contribute to feelings of safety and community on their team.

#### **Person Responsible**

Pamela Angelo

#### **Schedule**

Annually, from 9/30/2015 to 5/31/2017

#### **Evidence of Completion**

Team norms, professional learning community notes

### Action Step 3 5

Staff and stakeholders will participate in two collaborative structures known as the World Cafe to further develop their individual, team and school strengths. Staff and stakeholders will develop a graphic that highlights their contributions to student achievement.

#### **Person Responsible**

Pamela Angelo

#### **Schedule**

#### **Evidence of Completion**

Grade-level graphics, School-wide graphic displays, photo documentation of the collaborative structures, staff and stakeholder reflection exit slips

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

Leadership team members are assigned to a grade level and will attend grade-level meetings and planning sessions to monitor collegiality.

#### **Person Responsible**

Pamela Angelo

#### **Schedule**

Weekly, from 9/2/2015 to 6/1/2016

#### **Evidence of Completion**

Lesson plans involving all teachers planning together. Professional Learning Community notes/templates.

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

The principal will attend grade-level meetings and will meet with teachers to discuss the elements in domain 4 for collegiality and professionalism. In addition, teachers will complete a survey reflection regarding improvement in collegiality and professionalism.

**Person Responsible**

Pamela Angelo

**Schedule**

Semiannually, from 1/15/2016 to 4/29/2016

**Evidence of Completion**

iObservation data in domain 4, observational notes of grade-level team meetings, teacher survey reflection on collegiality and professionalism

**G1.B1.S2** Teachers will attend the Cohort Training to understand and plan for writing instruction aligned to their grade-level Florida Standards. 4

 S200974

**Strategy Rationale**

Attending writing training together will help teachers develop their expertise and further develop their collaboration in planning together for writing instruction aligned to their grade-level Florida Standards.

**Action Step 1** 5

District Coaches will provide all K-5 teachers writing training each semester.

**Person Responsible**

Amy Gael

**Schedule**

Semiannually, from 9/29/2015 to 3/14/2016

**Evidence of Completion**

Signmeup registrations

**Action Step 2** 5

Teachers will apply their learning from training to lesson planning and implementation.

**Person Responsible**

Amy Gael

**Schedule**

Weekly, from 10/5/2015 to 5/27/2016

**Evidence of Completion**

Grade-Level lesson plans and classroom observations

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

Administration and resource teachers will attend writing training, review lesson plans and observe instruction in writing.

**Person Responsible**

Pamela Angelo

**Schedule**

Monthly, from 9/28/2015 to 5/27/2016

**Evidence of Completion**

Sign-in sheets, training materials

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

Analyze K-5 student writing evidence in student work samples and writing assessments. Conduct classroom walkthroughs.

**Person Responsible**

Pamela Angelo

**Schedule**

Quarterly, from 10/22/2015 to 5/27/2016

**Evidence of Completion**

iObservation data, student writing performance data

**G1.B2** As a result of the self-assessment, it is evident that teachers lack the required time to plan vertically to decrease gaps in instruction from grade level to grade level. **2**

 B189630

**G1.B2.S1** Several teachers were assigned to different grade levels this year to provide insight into previous grade-level expectations for standards-based instruction and to provide insight into the future grade-level standards-based instruction expectations. **4**

 S200975

### **Strategy Rationale**

Teachers will be able to share expertise with grade-level teams to increase content knowledge and plan effective standards-based lessons.

### **Action Step 1** **5**

Teachers will work collaboratively to plan instruction based on grade-level standards.

#### **Person Responsible**

Pamela Angelo

#### **Schedule**

Daily, from 8/17/2015 to 6/6/2016

#### **Evidence of Completion**

Lesson plans

### **Action Step 2** **5**

Teachers implement rigorous standards-based instruction.

#### **Person Responsible**

Pamela Angelo

#### **Schedule**

On 6/8/2016

#### **Evidence of Completion**

iObservation data, lesson plans

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

Monitoring teacher assignments and attending grade-level team meetings to ensure knowledge is shared.

**Person Responsible**

Pamela Angelo

**Schedule**

Biweekly, from 9/2/2015 to 6/1/2016

***Evidence of Completion***

Observational notes from meetings, lesson plans

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

Leadership team will review formative assessment data to monitor whether students are becoming proficient in the standards at the required depth of knowledge level.

**Person Responsible**

Pamela Angelo

**Schedule**

Quarterly, from 9/11/2015 to 6/1/2016

***Evidence of Completion***

Grade-level formative assessment data

**G1.B2.S2** Teachers will plan collaboratively every week to ensure that standards for their grade level are completely addressed with appropriate scaffolding for instructional needs. 4

 S200976

### **Strategy Rationale**

Standards will be addressed consistently across the grade level as a result of common collaborative planning.

### **Action Step 1** 5

Teams will designate the time and day of the week that they will meet to commonly plan.

#### **Person Responsible**

Pamela Angelo

#### **Schedule**

Weekly, from 9/14/2015 to 5/27/2016

#### **Evidence of Completion**

K-5 Common planning schedule

### **Action Step 2** 5

Teams will meet to plan weekly on their designated planning day.

#### **Person Responsible**

Pamela Angelo

#### **Schedule**

Weekly, from 8/31/2015 to 6/6/2016

#### **Evidence of Completion**

lesson plans

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

Leadership will attend common planning for each grade level.

**Person Responsible**

Pamela Angelo

**Schedule**

Biweekly, from 9/14/2015 to 5/27/2016

***Evidence of Completion***

lesson plans, meeting notes

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

Leadership team will conduct classroom observations to monitor whether there is evidence of collaborative planning through consistency from classroom to classroom and whether it is translating into instructional delivery more closely aligned to the rigor of the standards.

**Person Responsible**

Pamela Angelo

**Schedule**

Quarterly, from 10/22/2015 to 5/27/2016

***Evidence of Completion***

iObservation data, student performance data

**G1.B3** Teachers lack the knowledge of the process to create rigorous standards-based assessments that are required to drive instruction. **2**

 B189631

**G1.B3.S1** Provide teachers with staff development in the three parts of the Professional Learning Community common assessment process: data meetings, proficiency meetings, and assessment mapping. **4**

 S200977

### **Strategy Rationale**

In order to more efficiently and effectively develop common formative assessments, teachers need to develop the knowledge of the three processes.

### **Action Step 1** **5**

During grade-level PLCs, leadership team members will provide training and guidance in each of the three components to developing common assessments.

#### **Person Responsible**

Pamela Angelo

#### **Schedule**

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

#### **Evidence of Completion**

Professional Learning Community notes will be collected.

### **Action Step 2** **5**

Provide training to teachers on how to use Unify to develop a common assessment.

#### **Person Responsible**

Amy Gael

#### **Schedule**

On 12/15/2015

#### **Evidence of Completion**

Sign-in sheets

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

Professional Learning Community forms and data will be monitored.

**Person Responsible**

Pamela Angelo

**Schedule**

Quarterly, from 9/30/2015 to 5/27/2016

***Evidence of Completion***

PLC notes, training materials, sign-in sheets

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

Leadership team members will meet to discuss progress in training and implementing the three components to developing common assessments and provide feedback to teams after reviewing the common assessments.

**Person Responsible**

Pamela Angelo

**Schedule**

Quarterly, from 11/4/2015 to 5/27/2016

***Evidence of Completion***

Leadership meeting notes, agendas, formative assessments

**G1.B3.S2** Teachers will analyze their assessment resources to align them with the standards. 4

 S200978

### **Strategy Rationale**

In order to measure student proficiency, teachers need common assessments that are aligned to the standards.

#### **Action Step 1** 5

Teachers will review assessments to ensure that items are standards-based and at the correct depth of knowledge level.

#### **Person Responsible**

Pamela Angelo

#### **Schedule**

On 5/27/2016

#### ***Evidence of Completion***

Common Assessments

#### **Action Step 2** 5

Teachers will make adjustments to common assessments based on feedback to tightly align questions to the rigor of the standards.

#### **Person Responsible**

Pamela Angelo

#### **Schedule**

Every 3 Weeks, from 11/13/2015 to 5/27/2016

#### ***Evidence of Completion***

Common Assessments

**Plan to Monitor Fidelity of Implementation of G1.B3.S2** 6

Common Assessments will be turned into the Principal.

**Person Responsible**

Justin Baylor

**Schedule**

Monthly, from 9/14/2015 to 5/27/2016

**Evidence of Completion**

formative assessments, review notes and feedback

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2** 7

Leadership team will review student assessment data to monitor whether progress towards proficiency of the standard is being made.

**Person Responsible**

Pamela Angelo

**Schedule**

Every 3 Weeks, from 9/11/2015 to 5/27/2016

**Evidence of Completion**

student assessment data

**G2.** Staff will increase their understanding of the required level of rigor in standards to support standards-based instruction resulting in an increase in student achievement. (Accelerate Student Performance) 1

G072676

**G2.B1** Teachers lack familiarity with the Florida Standards. 2

B189632

**G2.B1.S1** Embed deconstructing of the standards into continuous planning so that it becomes a habit of mind. 4

S200979

### Strategy Rationale

Because of teacher attrition and reassignment, many teachers are unfamiliar with the standards.

### Action Step 1 5

Develop and provide staff development for backwards planning on deconstructing the standards including the depth of knowledge and aligning assessments with instruction.

#### Person Responsible

Amy Gael

#### Schedule

Quarterly, from 9/23/2015 to 9/28/2016

#### Evidence of Completion

Sign-in sheets, agendas, handouts

### Action Step 2 5

Coaching and modeling support will be provided to the teachers on deconstructing the standards to create rigorous assessments aligned with the standards. The expectation is that teachers will implement rigorous instruction and assessments that are aligned to the standards.

#### Person Responsible

Pamela Angelo

#### Schedule

Daily, from 9/2/2015 to 5/27/2016

#### Evidence of Completion

Classroom observations, lesson plans, student achievement data

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

The leadership team will attend common planning, review meeting notes and lesson plans.

**Person Responsible**

Amy Gael

**Schedule**

Weekly, from 9/29/2014 to 6/1/2015

***Evidence of Completion***

meeting notes, lesson plans

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

Classroom observations will be conducted and feedback will be provided to teachers that focuses on standards-based instruction and required rigor.

**Person Responsible**

Pamela Angelo

**Schedule**

Quarterly, from 11/10/2014 to 6/1/2015

***Evidence of Completion***

iObservation notes and feedback

**G2.B1.S2** Provide staff development from Brain Camp that targets specific instructional strategies that will support rigorous standards-based instruction. 4

 S200980

### Strategy Rationale

Identifying specific instructional strategies and techniques will assist teachers in consistently providing rigorous instruction.

### Action Step 1 5

Grade levels will participate in staff development modules that address instructional strategies.

#### Person Responsible

Pamela Angelo

#### Schedule

Monthly, from 10/5/2015 to 5/27/2016

#### Evidence of Completion

Teacher module reflections

### Action Step 2 5

Grade levels will participate in instructional rounds.

#### Person Responsible

Amy Gael

#### Schedule

On 1/29/2016

#### Evidence of Completion

instructional rounds schedule, teacher reflection, teacher notes

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

Administration and resource teachers will facilitate the modules with each grade level.

**Person Responsible**

Pamela Angelo

**Schedule**

Monthly, from 10/5/2015 to 5/27/2016

**Evidence of Completion**

Training materials, sign-in sheets

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

Leadership team will conduct classroom observations to monitor teacher implementation of learned strategies from Brain Camp.

**Person Responsible**

Pamela Angelo

**Schedule**

Quarterly, from 10/22/2015 to 5/27/2016

**Evidence of Completion**

iObservation data, student performance data

**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	Teachers will share their expertise and strengths in grade-level discussions and represent those strengths in a non-linguistic way. Each team will share their non-linguistic representation of their team with all teams at pre-planning.	Angelo, Pamela	8/17/2015	Non-linguistic representations	8/17/2015 one-time
G1.B1.S2.A1	District Coaches will provide all K-5 teachers writing training each semester.	Gael, Amy	9/29/2015	Signmeup registrations	3/14/2016 semiannually
G1.B2.S1.A1	Teachers will work collaboratively to plan instruction based on grade-level standards.	Angelo, Pamela	8/17/2015	Lesson plans	6/6/2016 daily
G1.B2.S2.A1	Teams will designate the time and day of the week that they will meet to commonly plan.	Angelo, Pamela	9/14/2015	K-5 Common planning schedule	5/27/2016 weekly

**Orange - 1071 - Bay Meadows Elementary - 2015-16 SIP**  
*Bay Meadows Elementary*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.A1	During grade-level PLCs, leadership team members will provide training and guidance in each of the three components to developing common assessments.	Angelo, Pamela	9/9/2015	Professional Learning Community notes will be collected.	6/1/2016 monthly
G1.B3.S2.A1	Teachers will review assessments to ensure that items are standards-based and at the correct depth of knowledge level.	Angelo, Pamela	9/11/2015	Common Assessments	5/27/2016 one-time
G2.B1.S1.A1	Develop and provide staff development for backwards planning on deconstructing the standards including the depth of knowledge and aligning assessments with instruction.	Gael, Amy	9/23/2015	Sign-in sheets, agendas, handouts	9/28/2016 quarterly
G2.B1.S2.A1	Grade levels will participate in staff development modules that address instructional strategies.	Angelo, Pamela	10/5/2015	Teacher module reflections	5/27/2016 monthly
G1.B1.S1.A2	Teachers will develop team norms that address what team members will contribute to feelings of safety and community on their team.	Angelo, Pamela	9/30/2015	Team norms, professional learning community notes	5/31/2017 annually
G1.B1.S2.A2	Teachers will apply their learning from training to lesson planning and implementation.	Gael, Amy	10/5/2015	Grade-Level lesson plans and classroom observations	5/27/2016 weekly
G1.B2.S1.A2	Teachers implement rigorous standards-based instruction.	Angelo, Pamela	8/24/2015	iObservation data, lesson plans	6/8/2016 one-time
G1.B2.S2.A2	Teams will meet to plan weekly on their designated planning day.	Angelo, Pamela	8/31/2015	lesson plans	6/6/2016 weekly
G1.B3.S1.A2	Provide training to teachers on how to use Unify to develop a common assessment.	Gael, Amy	12/7/2015	Sign-in sheets	12/15/2015 one-time
G1.B3.S2.A2	Teachers will make adjustments to common assessments based on feedback to tightly align questions to the rigor of the standards.	Angelo, Pamela	11/13/2015	Common Assessments	5/27/2016 every-3-weeks
G2.B1.S1.A2	Coaching and modeling support will be provided to the teachers on deconstructing the standards to create rigorous assessments aligned with the standards. The expectation is that teachers will implement rigorous instruction and assessments that are aligned to the standards.	Angelo, Pamela	9/2/2015	Classroom observations, lesson plans, student achievement data	5/27/2016 daily
G2.B1.S2.A2	Grade levels will participate in instructional rounds.	Gael, Amy	12/7/2015	instructional rounds schedule, teacher reflection, teacher notes	1/29/2016 one-time
G1.B1.S1.A3	Staff and stakeholders will participate in two collaborative structures known as the World Cafe to further develop their individual, team and school strengths. Staff and stakeholders will develop a graphic that highlights their contributions to student achievement.	Angelo, Pamela	10/7/2015	Grade-level graphics, School-wide graphic displays, photo documentation of the collaborative structures, staff and stakeholder reflection exit slips	one-time
G1.MA1	Leadership team will conduct classroom walkthroughs and review student performance data to monitor whether teachers' collaborative planning has resulted in instruction aligned to the standards and an increase in student achievement.	Angelo, Pamela	1/15/2016	iObservation data, and student performance data	4/29/2016 semiannually
G1.B1.S1.MA1	The principal will attend grade-level meetings and will meet with teachers to discuss the elements in domain 4 for	Angelo, Pamela	1/15/2016	iObservation data in domain 4, observational notes of grade-level team meetings, teacher survey	4/29/2016 semiannually

**Orange - 1071 - Bay Meadows Elementary - 2015-16 SIP**  
*Bay Meadows Elementary*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	collegiality and professionalism. In addition, teachers will complete a survey reflection regarding improvement in collegiality and professionalism.			reflection on collegiality and professionalism	
G1.B1.S1.MA1	Leadership team members are assigned to a grade level and will attend grade-level meetings and planning sessions to monitor collegiality.	Angelo, Pamela	9/2/2015	Lesson plans involving all teachers planning together. Professional Learning Community notes/templates.	6/1/2016 weekly
G1.B2.S1.MA1	Leadership team will review formative assessment data to monitor whether students are becoming proficient in the standards at the required depth of knowledge level.	Angelo, Pamela	9/11/2015	Grade-level formative assessment data	6/1/2016 quarterly
G1.B2.S1.MA1	Monitoring teacher assignments and attending grade-level team meetings to ensure knowledge is shared.	Angelo, Pamela	9/2/2015	Observational notes from meetings, lesson plans	6/1/2016 biweekly
G1.B3.S1.MA1	Leadership team members will meet to discuss progress in training and implementing the three components to developing common assessments and provide feedback to teams after reviewing the common assessments.	Angelo, Pamela	11/4/2015	Leadership meeting notes, agendas, formative assessments	5/27/2016 quarterly
G1.B3.S1.MA1	Professional Learning Community forms and data will be monitored.	Angelo, Pamela	9/30/2015	PLC notes, training materials, sign-in sheets	5/27/2016 quarterly
G1.B1.S2.MA1	Analyze K-5 student writing evidence in student work samples and writing assessments. Conduct classroom walkthroughs.	Angelo, Pamela	10/22/2015	iObservation data, student writing performance data	5/27/2016 quarterly
G1.B1.S2.MA1	Administration and resource teachers will attend writing training, review lesson plans and observe instruction in writing.	Angelo, Pamela	9/28/2015	Sign-in sheets, training materials	5/27/2016 monthly
G1.B2.S2.MA1	Leadership team will conduct classroom observations to monitor whether there is evidence of collaborative planning through consistency from classroom to classroom and whether it is translating into instructional delivery more closely aligned to the rigor of the standards.	Angelo, Pamela	10/22/2015	iObservation data, student performance data	5/27/2016 quarterly
G1.B2.S2.MA1	Leadership will attend common planning for each grade level.	Angelo, Pamela	9/14/2015	lesson plans, meeting notes	5/27/2016 biweekly
G1.B3.S2.MA1	Leadership team will review student assessment data to monitor whether progress towards proficiency of the standard is being made.	Angelo, Pamela	9/11/2015	student assessment data	5/27/2016 every-3-weeks
G1.B3.S2.MA1	Common Assessments will be turned into the Principal.	Baylor, Justin	9/14/2015	formative assessments, review notes and feedback	5/27/2016 monthly
G2.MA1	Leadership team will conduct classroom walkthroughs and review student performance data to monitor whether teachers' collaborative planning has resulted in instruction aligned to the standards and an increase in student achievement. In addition, common assessments will be reviewed for evidence of aligned standards and required levels of rigor.	Angelo, Pamela	9/2/2015	iObservation data, student performance data	5/25/2016 weekly
G2.B1.S1.MA1	Classroom observations will be conducted and feedback will be	Angelo, Pamela	11/10/2014	iObservation notes and feedback	6/1/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	provided to teachers that focuses on standards-based instruction and required rigor.				
G2.B1.S1.MA1	The leadership team will attend common planning, review meeting notes and lesson plans.	Gael, Amy	9/29/2014	meeting notes, lesson plans	6/1/2015 weekly
G2.B1.S2.MA1	Leadership team will conduct classroom observations to monitor teacher implementation of learned strategies from Brain Camp.	Angelo, Pamela	10/22/2015	iObservation data, student performance data	5/27/2016 quarterly
G2.B1.S2.MA1	Administration and resource teachers will facilitate the modules with each grade level.	Angelo, Pamela	10/5/2015	Training materials, sign-in sheets	5/27/2016 monthly

## 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.** Staff will plan and deliver standards-based instruction through the use of effective collaborative planning resulting in increased student achievement. (Accelerate Student Performance)

**G1.B1** Many teachers are new to their grade level and as a result must learn their grade-level standards and develop collegiality with new team members.

**G1.B1.S2** Teachers will attend the Cohort Training to understand and plan for writing instruction aligned to their grade-level Florida Standards.

### PD Opportunity 1

District Coaches will provide all K-5 teachers writing training each semester.

#### Facilitator

Assigned District Writing Coaches

#### Participants

All K-5th Grade Teachers

#### Schedule

Semiannually, from 9/29/2015 to 3/14/2016

**G1.B3** Teachers lack the knowledge of the process to create rigorous standards-based assessments that are required to drive instruction.

**G1.B3.S1** Provide teachers with staff development in the three parts of the Professional Learning Community common assessment process: data meetings, proficiency meetings, and assessment mapping.

### PD Opportunity 1

During grade-level PLCs, leadership team members will provide training and guidance in each of the three components to developing common assessments.

#### Facilitator

Amber Anderson, Amy Gael, Pamela Angelo, Sarah McBride, Laurie Safford, Justin Baylor, and Lisa Murray

#### Participants

Kindergarten - Fifth Grade teachers.

#### Schedule

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

**G2.** Staff will increase their understanding of the required level of rigor in standards to support standards-based instruction resulting in an increase in student achievement. (Accelerate Student Performance)

**G2.B1** Teachers lack familiarity with the Florida Standards.

**G2.B1.S1** Embed deconstructing of the standards into continuous planning so that it becomes a habit of mind.

**PD Opportunity 1**

Develop and provide staff development for backwards planning on deconstructing the standards including the depth of knowledge and aligning assessments with instruction.

**Facilitator**

Pamela Angelo and Amy Gael

**Participants**

Instructional Staff

**Schedule**

Quarterly, from 9/23/2015 to 9/28/2016

## 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	Teachers will share their expertise and strengths in grade-level discussions and represent those strengths in a non-linguistic way. Each team will share their non-linguistic representation of their team with all teams at pre-planning.	\$0.00			
2	G1.B1.S1.A2	Teachers will develop team norms that address what team members will contribute to feelings of safety and community on their team.	\$0.00			
3	G1.B1.S1.A3	Staff and stakeholders will participate in two collaborative structures known as the World Cafe to further develop their individual, team and school strengths. Staff and stakeholders will develop a graphic that highlights their contributions to student achievement.	\$0.00			
4	G1.B1.S2.A1	District Coaches will provide all K-5 teachers writing training each semester.	\$0.00			
5	G1.B1.S2.A2	Teachers will apply their learning from training to lesson planning and implementation.	\$0.00			
6	G1.B2.S1.A1	Teachers will work collaboratively to plan instruction based on grade-level standards.	\$0.00			
7	G1.B2.S1.A2	Teachers implement rigorous standards-based instruction.	\$0.00			
8	G1.B2.S2.A1	Teams will designate the time and day of the week that they will meet to commonly plan.	\$0.00			
9	G1.B2.S2.A2	Teams will meet to plan weekly on their designated planning day.	\$0.00			
10	G1.B3.S1.A1	During grade-level PLCs, leadership team members will provide training and guidance in each of the three components to developing common assessments.	\$0.00			
11	G1.B3.S1.A2	Provide training to teachers on how to use Unify to develop a common assessment.	\$0.00			
12	G1.B3.S2.A1	Teachers will review assessments to ensure that items are standards-based and at the correct depth of knowledge level.	\$0.00			
13	G1.B3.S2.A2	Teachers will make adjustments to common assessments based on feedback to tightly align questions to the rigor of the standards.	\$0.00			
14	G2.B1.S1.A1	Develop and provide staff development for backwards planning on deconstructing the standards including the depth of knowledge and aligning assessments with instruction.	\$0.00			
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1071 - Bay Meadows Elementary	General Fund		\$0.00

<b>Budget Data</b>						
15	G2.B1.S1.A2	Coaching and modeling support will be provided to the teachers on deconstructing the standards to create rigorous assessments aligned with the standards. The expectation is that teachers will implement rigorous instruction and assessments that are aligned to the standards.				\$0.00
16	G2.B1.S2.A1	Grade levels will participate in staff development modules that address instructional strategies.				\$3,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1071 - Bay Meadows Elementary	General Fund		\$3,700.00
17	G2.B1.S2.A2	Grade levels will participate in instructional rounds.				\$0.00
					<b>Total:</b>	<b>\$3,700.00</b>