

The School District of Lee County

Bonita Springs Elementary School



2015-16 School Improvement Plan

Bonita Springs Elementary School

10701 DEAN ST SE, Bonita Springs, FL 34135

<http://bne.leeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	80%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	95%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	C	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 Lee 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	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We at, BSE, will achieve academic and personal excellence through collaboration, leadership, and respect.

Provide the school's vision statement

The vision of Bonita Springs Elementary is to be a world-class school.

School Environment

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

Bonita Springs Elementary school learns about student's cultures and builds relationships between teachers and students in different ways. Classroom teachers make personal connections with their students in a supportive learning environment. They also serve as advocates to their homeroom students in a daily capacity throughout the course of the school year as they build relationships and support their student's educational experiences. In addition, teacher leaders and support staff also make personal connections with students and families as they work to provide additional social-emotional, behavioral, and academic support services.

Our curriculum provides pathways for teachers and students to explore different cultures through literacy experiences, special projects, and annual events. Teachers and students learn about each others cultures through the Florida Social Studies State Standards. The K-5 strands include American History, Civics and Government, Economics, Geography, and Financial Literacy (grade 4). The strands provide teachers and students opportunities to learn about different cultures including those of the students represented in the classroom, school and community. The strands also provide learning opportunities for students and teachers to explore cultural topics and events through literature, role playing, dialogue, and reflections of text to self and text to world connections. At Bonita Springs Elementary we build relationships with families through monthly calendars, newsletters, IPTO, SAC, the Early Childhood Learning Services (ECLS) Head Start Program home visits, the ECLS parent involvement center, horizontal and vertical planning, parent conferences, Open House, MTSS, parent involvement activities/events, fiesta night, breakfast with Santa, science fair night and academic nights. Our Dancing Classroom program engages students in learning how to dance with partners and brings their teachers and families together through participation in a local contest and school dance celebrations. Lastly, Bonita Springs Elementary is a PBS school which focuses on building positive relationships and reteaching rules and expectations. Quarterly PBS celebrations bring teachers, families, and students together in honor of special achievements and efforts.

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

At Bonita Springs Elementary where students feel safe and respected in a variety of ways. Teachers set high expectations for students from day one. Classroom schedules protect instructional time and differentiated instruction for students is the norm. Learning objectives are posted in student friendly language and discussed with students to increase understanding. Teachers write detailed weekly lesson plans and administrators monitor and provide immediate feedback. Teachers plan learning activities to meet the needs of individual students and to prepare students for success at the next

level. Small groups in Literacy and Math are formed based on data and students are regrouped on a regular basis. Classroom learning centers are leveled to provide individualized targeted practice. Teachers implement MTSS (Multi-Tier System of Support), 504, and IEP (Individual Education Plan) student plans that target specific areas of need and provide individualized strategies for instruction. English as a Second Language strategies including SIOP (Sheltered Instruction Observation Protocol) are used daily across the curriculum. KAGAN cooperative learning team building strategies build a sense of classroom community. Whole Brain strategies take into account the physical and emotional needs of the learner and provide them with a sense of safety in the learning environment. The use of Mind Maps provides coherence and structure throughout the curriculum as students work to visualize what they are thinking.

Our Positive Behavior Support Framework provides consistent expectations of behavior across the school. Teachers strive to be consistent with the implementation of classroom policies, procedures, and routines. Teachers and support staff also collaborate to help students learn appropriate behaviors in common areas of the school such as hallways, laboratories, cafeteria, playground, and physical education areas. Character education is embedded throughout the curriculum daily as we teach appropriate behaviors through our PBS program. Special recognition given to students, teachers, and staff for making good choices is an integral part of our program.

In addition, Bonita Springs Elementary has a safety committee that has created a plan to ensure our students are safe and that the school is orderly and adheres to district policy. The safety needs are met through planning for appropriate evacuation routes, creating a safety committee and preparing an environment where our students and staff feel safe and secure. Emergency drills are practiced on a regular schedule to ensure students feel safe, secure, and prepared to respond appropriately in different situations.

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

Each teacher is required to have a classroom behavior plan. Teachers complete a hierarchy of behavior interventions that include both consequences as well as rewards. Administrators approve classroom behavior plans. Bonita Springs Elementary also has a Tier 2 Behavior System focused on identifying students who need more support in their educational environment. The school counselor, teachers, administrators, parents are an integral part of the behavioral support system. Monthly PBS data meetings take place to monitor progress, identify areas of needs, and make adjustments to the plan as needed. The PBS team regularly presents school-wide data to all stakeholders during the SAC, PTO, and staff meetings.

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 school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that students' social-emotional experience. Classroom teachers support their own student's educational experiences by developing strong relationships with them throughout the course of the school year. Teachers get to know their students and families through phone calls, notes home, conferences, confidential student files, as well as, school and community activities. Every student is included in the structure. In addition, teachers also participate in a volunteer mentor program with students outside their immediate classrooms. Those students are identified on a referral basis and paired with an adult mentor that is most likely to be successful in building a strong relationship with the particular student. In many cases, as a result of our school-wide social-emotional support systems and data monitoring processes, more than one adult is closely monitoring the progress of the student and advocating for his/her individual learning and socio emotional development.

Bonita Springs Elementary works very closely with a school social worker. The social worker guides

families to receive the social services they need. Students receive backpacks and school supplies at the beginning of the school year. Families receive food weekly. Teachers and other staff members mentor students who have social and emotional needs. Our social worker also partners with The Bridge Program's mission is to bridge the gap that exist in the Bonita Springs/Estero community in support of those experiencing personal crises and in support of youth education needs.

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

Bonita Springs Elementary will use the CASTLE program as a tool to monitor early warning indicators. -Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
 -Tracking tardies for students.
 -One or more suspensions, whether in school or out of school
 -Course failure in English Language Arts or Mathematics
 -A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
 -Students scoring below 80% on Reading and Math assessments.
 -Students identified as at risk based on the STAR and STAR Early Lit.

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
	1	2	3	4	
Attendance below 90 percent	0	0	0	0	
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	4	4	3	1	12
Level 1 on statewide assessment	0	0	15	0	15
	0	0	0	0	

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

Indicator	Grade Level	Total
	4	
Students exhibiting two or more indicators	1	1

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

Bonita Springs Elementary school personnel implement the Florida Multi-Tiered System of Support to identify the educational needs of all students. Our response to intervention program provides high quality standards based instruction matched to the needs of our students using learning rate over time and level of performance to inform instructional decisions. The system is a three-tiered framework which includes the following:

-TIER I - All students receive standard-based targeted instruction during the daily 40-minute school-wide intervention program called ROAR. Students are placed in small groups based on their

individual needs, monitored with a pre- and post-test assessment, and regrouped as needed every one to two weeks. The group's instructional focus includes intensive remediation and instruction in foundational skills, fluency, vocabulary, and comprehension. All ELL students receive instruction using SIOP strategies for English language learners. Thinking Maps, and Whole Brain Teaching strategies are used daily throughout the curriculum.

-TIER II - Some students need additional support. The MTSS team analyzes data, identifies areas of need for specific students, and strategies for support learning. The team develops a plan of action known as the student's individual educational plan. Teachers implement the plan with fidelity and collect, graph, and monitor data. The MTSS facilitator monitors the overall fidelity of the implementation. The team meets on a regular basis to monitor the student's progress and adjust as needed. Parents are an integral part of this process. In addition, students who have medical needs are provided accommodations and support through 504 plans that are specific to their situation. Some students in grades 3-5 also participate in a Saturday tutoring program that occurs over a three week period and provide intensive instruction in Reading and Math.

-TIER III - A few students present very individualized needs receive support through their IEP's (Individual Educational Plan) and receive support from special education professional and related services.

We follow a continuous improvement model whereby data from a variety of resources is analyzed on a regular weekly schedule so that intervention strategies are delivered in a timely manner, adjustments are made as necessary in response to data, and additional support is allocated where it is most needed.

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/172427>.

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

Bonita Springs Elementary will ensure that parents are included in the development, implementation and evaluation of Bonita Spring's Parent Involvement Plan, as well as all school-related plans, (i.e. School Improvement Plan) through their participation in the School Advisory Council (SAC) and by providing input through their school's annual Parent Survey and the District Parent Satisfaction Survey. All Title I SACs, of which parents comprise 51%, review, evaluate, and provide feedback on BSE's PIP at our SAC meeting throughout the school year.

Bonita Springs Elementary builds and sustains partnerships with all stakeholders via multiple delivery methods including face to face meeting, emails, school website, ParentLink calls, Twitter, and special presentations. In addition, we communicate with parents during parent/teacher conferences scheduled in January and as needed. We communicate with community partners regularly and demonstrate our

appreciation during a special social activity consisting of donors and volunteers. We support the efforts of our PTO during their monthly meetings and school-wide fundraising efforts.

The Bonita Springs Elementary Early Childhood Services Head Start Program uses different methods to communicate including the following: Newsletter- Parent Involvement Press, Parent Calendars, Policy Council- Every Head Start school site has a Policy council representative and an alternate, home visits (2) and parent conferences (2) conducted by teachers, home visit (minimum of two per year, however more visits will be made depending on family need) conducted by the Family Engagement Specialist. The Early Childhood Head Star program also provides Parent University Workshops based on their needs. These include the following:

- Conscious Discipline Workshops
- Wonderful World of Words
- Every Illness Is Not An Emergency
- ESOL Classes at the Bonita Literacy Council
- Home Depot – Male Involvement Workshop
- Immigration Workshop
- Budgeting/Saving Workshop
- Socialization meetings for Early Head Start (infant/toddlers)
- Quarterly Parent Meetings
- IEP meetings

The Bonita Springs Elementary Early Childhood Services Head Start Program works closely with its children and their families to ensure that their individual needs are being met and students are prepared to learn.

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
Fiora, Jillian	Assistant Principal
Laney, Beverlee	Teacher, K-12
Robinson, Melissa	Other
Caputo, Susan	Principal
Ochoa, Yelennys	Instructional Coach
Ramsey, Lori	Instructional Coach
Scott, Jessica	Teacher, K-12
Solana, Marlen	Assistant Principal

Duties

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

The roles of each member are as follows:

Instructional Coach/Teacher Leader

1. Works with teachers to ensure that scientifically-based reading researched programs are implemented with fidelity.
2. Provide direct, classroom-based, professional development for teachers through regular modeling

of

research-based literacy instruction.

3. Work with all teachers (including ESE, content area, and elective areas) in the school they serve, prioritizing

coaching and mentoring time with those teachers, activities, and roles that will have the greatest impact on

student achievement.

4. Assist teachers in providing appropriate intensive intervention instruction for struggling students, including

those who are Limited English Proficient.

5. Model lessons in effective reading instruction, including lessons that provide differentiated instruction.

6. Facilitate teacher study groups regarding current reading research and effective reading instruction.

7. Organizes and leads staff development programs which are needs-based and focused on the accomplishments of the established reading benchmarks.

8. Demonstrate interpersonal skills as a member of an academic coaching team and build trust with teachers

and school leadership.

9. Coach teachers in effective instructional strategies in a variety of content areas.

10. Participate in workshops, seminars, conferences and/or advanced coursework which further advance

knowledge of current trends in reading instruction.

11. Coordinate and schedule ongoing professional development of teachers in the building through activities

such as coaching grade level meetings, classroom demonstrations, and study groups.

12. Model enthusiasm, commitment and intensity for focused reading instruction.

13. Provide instructional support for teachers in the implementation of the initiatives of the Department of

Education for the State of Florida and Lee County, including the Next Generation Sunshine State Standards

and/or the Common Core State Standards, and multi-tiered systems of support.

14. Assists content area teachers by providing and demonstrating effective strategies for content instruction to

students.

15. Coach teachers in the latest techniques for the prevention and remediation of reading problems.

16. Model effective teaching strategies and techniques.

17. Train teachers in interventions, progress monitoring, differentiated instruction

18. Implement supplemental and intensive interventions

19. Keep progress monitoring notes & anecdotes of interventions implemented

20. Administer screenings

21. Collect school-wide data for team to use in determining at-risk students

22. Provide instruction during ROAR intervention time.

Classroom Teacher

1. Plans individually or cooperatively a program of study that meets the individual needs, interests, diverse

backgrounds and abilities of students.

2. Assists in establishing department or grade level curriculum objectives and the development of the comprehensive plan for the implementation and evaluation of the objectives.

3. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests

of students.

4. Guides the learning process toward the achievement of curriculum goals and, in harmony with the

- goals,
establishes clear objectives for all lessons, units, projects and the like to communicate these objectives to students.
5. Employs instructional methods and materials that are most appropriate for meeting stated objectives.
 6. Assesses the accomplishments of students on a regular basis and provides progress report as required.
 7. Diagnoses the learning strengths and weaknesses of students on a regular basis, seeking the assistance of district specialists as deemed appropriate.
 8. Counsels with colleagues, students and/or parents on a regular basis.
 9. Assists the administration in implementing all policies and/or rules governing student life and conduct and,
for the classroom, develops reasonable rules of classroom behavior and procedures and maintains order in the classroom in a fair and just manner.
 10. Plans and supervises purposeful assignments for support personnel and school volunteers to work cooperatively with department heads or grade level chairmen, evaluates their effectiveness.
 11. Uses appropriate technology in teaching and the learning process.
 12. Maintains accurate, complete and correct records and reports as required by law, district policy and administrative regulation.
 13. Provides for personal professional growth through an ongoing program of reading, workshops, seminars, conferences and/or advanced course work at institutions of higher learning.
 14. Attends staff meetings and serves on staff committees as deemed necessary.
 15. Establishes and maintains cooperative relations with others.
 16. Adheres to the Code of Ethics of the Education Profession in Florida and meets all school and district policy requirements.
 17. Supports school improvement initiatives
 18. Provide instruction during ROAR intervention time.
- Pre-K Director - Teaching Strategies Gold, VPK assessments AP1,AP2. AP3
1. Attend MTSS Team meetings to collaborate on & monitor students who are struggling
 2. Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
 3. Deliver instructional interventions with fidelity
 4. Participate in weekly PLCs
 5. Participate in professional development
- Technology Specialists
1. Train teachers in interventions, progress monitoring, differentiated instruction
 2. Implement supplemental and intensive interventions
 3. Keep progress monitoring notes & anecdotes of interventions implemented
 4. Administer screenings
 5. Collect school-wide data for team to use in determining at-risk students
 6. Model best practices in classrooms.
 7. Participate in coaching cycles with teachers
 8. Provide instruction during ROAR intervention time.
- ESOL/ELL Representative
1. Attend all MTSS Team meetings for identified ELL students, advising and completing LEP

paperwork

2. Conduct language screenings and assessments
3. Provide ELL interventions at all tiers

Principal

1. Achieves results on the school's goals and demonstrates that student learning is the top priority through leadership actions that build and support a learning organization focused on student success.
2. Enables faculty and staff to work as a system focused on student learning and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.
3. Maintains a school climate that supports student engagement in learning and generates high expectations for learning growth by all students.
4. Works collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.
5. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, Florida Administrative Code through a common language of instruction.
6. Engages in data analysis for instructional planning and improvement and communicates the relationship among academic standards, effective instruction, and student performance.
7. Implements the District's adopted curricula and State's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school and ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.
8. Recruits, retains, and develops an effective and diverse faculty and staff.
9. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the School Improvement Plan.
10. Evaluates, monitors and provides timely feedback to faculty on the effectiveness of instruction.
11. Employs a faculty with the instructional proficiencies needed for the school population served and identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology.
12. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction, provides resources and time, and engages faculty in effective individual and collaborative professional learning throughout the school year.
13. Structures and monitors a school learning environment that improves learning for a diverse student population and maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy.
14. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning.
15. Promotes school and classroom practices that validate and value similarities and differences among students and provides recurring monitoring and feedback on the quality of the learning environment.
16. Initiates and supports continuous improvement processes focused on the students' opportunities

for

success and well-being.

17. Engages faculty in recognizing and understanding cultural and developmental issues related to student

learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

18. Employs and monitors a decision-making process that is based on vision, mission and improvement

priorities using facts and data and gives priority attention to decisions that impact the quality of student

learning and teacher proficiency.

19. Uses critical thinking and problem solving techniques to define problems, identify solutions and evaluate

decisions for effectiveness, equity, intended and actual outcomes.

20. Empowers others and distributes leadership, when appropriate.

21. Uses effective technology integration to enhance decision making and efficiency throughout the school.

22. Actively cultivates, supports, and develops other leaders within the organization, provides evidence of

delegation and trust in subordinate leaders, and plans for succession management in key positions.

23. Promotes teacher-leadership functions focused on instructional proficiency and student learning.

24. Develops sustainable and supportive relationships between school leaders, parents, community, higher

education and business leaders.

25. Manages the organization, operations, and facilities in ways that maximize the use of resources to promote

a safe, efficient, legal, and effective learning environment.

26. Organizes time, tasks and projects effectively with clear objectives and coherent plans and establishes

appropriate deadlines.

27. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement

and faculty development and demonstrates fiscal responsibility to maximize the impact of fiscal resources

on instructional priorities.

28. Practices two-way communication and uses appropriate oral, written, and electronic communication and

collaboration skills to accomplish school and system goals by building and maintaining relationships with

students, faculty, parents, and community.

29. Actively listens to and learns from student, staff, parents, and community stakeholders and recognizes

individuals for effective performance.

30. Communicates student expectations and performance information to students, parents, and community.

31. Maintains high visibility at school and in the community, regularly engages stakeholders in the work of the

school, and communicates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversation about important school issues.

32. Ensures faculty receives timely information about student learning requirements, academic standards, and

all other local state and federal administrative requirements and decisions.

33. Demonstrates personal and professional behaviors consistent with quality practices in education and as a

community leader.

34. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in

Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.

35. Demonstrates resiliency by staying focused on the school vision and reacting constructively to barriers that

include disagreement and dissent with leadership.

36. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the

well-being of the school, families, and local community.

37. Engages in professional learning that improves professional practice in alignment with the needs of the school system.

38. Demonstrates willingness to accept responsibility for actions and utilizes constructive criticism for professional growth.

39. Demonstrates explicit improvement in specific performance areas based on previous evaluations and

formative feedback.

40. Implements regulations as they pertain to the assigned school.

41. Provide instruction during ROAR intervention time.

Assistant Principal

1. Assists in achieving results on the school's goals and demonstrates that student learning is the top priority through leadership actions that build and support a learning organization focused

on student success.

2. Enables faculty and staff to work as a system focused on student learning and engages faculty and staff in

efforts to close learning performance gaps among student subgroups with the school.

3. Facilitates a school climate that supports student engagement in learning and generates high expectations

for learning growth by all students.

4. Assists in the development and implementation of an instructional framework that aligns curriculum with state

standards, effective instructional practices, student learning needs and assessments.

5. Engages in data analysis for instructional planning and improvement and communicates the relationships

among academic standards, effective instruction, and student performance.

6. Assists in the implementation of the District's adopted curricula and State's adopted academic standards in a

manner that is rigorous and culturally relevant to the students and school and ensures the appropriate use

of high quality formative and interim assessments.

7. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the School Improvement Plan.

8. Assists in establishing and monitoring a school learning environment that improves learning for a diverse

student population and maintains a safe, respectful and inclusive student-centered learning environment

that is focused on equitable opportunities for learning.

9. Assists with supporting continuous improvement processes focused on the students' opportunities for

success and well-being.

10. Engages faculty in recognizing issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

11. Uses critical thinking and problem solving techniques to define problems, identify solutions, and evaluates decisions for effectiveness.
12. Promotes teacher-leadership functions focused on instructional proficiency and student learning.
13. Assists in developing sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.
14. Practices effective oral, written, and electronic communication skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.
15. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school.
16. Assists with providing timely information about the effectiveness of instruction, student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.
17. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B- 1.006, F.A.C., and the Florida Leadership Accomplished Practices as described in Rule 6A-5.065, F.A.C.
18. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers that include disagreement and dissent with leadership.
19. Engages in professional learning that improves professional practice in alignment with the needs of the school system.
20. Demonstrates willingness to accept responsibility for actions and constructive criticism for professional growth.
21. Implements regulations as they pertain to the assigned school.
22. Provide instruction during ROAR intervention time.

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 leadership team at Bonita Springs Elementary meets on an as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual

Title I, Part A

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part C- Migrant

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and

literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II, Part A

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X- Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Head Start

Blended Early Head Start/ Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves three and four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Three and Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Job Training

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jill Hassell	Parent
Susan Caputo	Principal
Marta Romero	Education Support Employee
Juan Romero	Business/Community
Yelennys Ochoa	Teacher
Aleida Slichter	Teacher
Kenya Juarez	Parent
Teresa Campos	Education Support Employee
Margarita Alonso	Business/Community
Cecilia Ortiz	Business/Community
Amy Pacheco	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 SAC committee reviews and contributes to the development of the School Improvement Plan by giving feedback and support where needed.

Development of this school improvement plan

The SAC committee reviews and contributes to the development of the School Improvement Plan by giving feedback and support where needed.

Preparation of the school's annual budget and plan

The group is not a part of the preparation of the budget. The group approves the budget and spending.

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

Funding was not available last year.

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
Fiora, Jillian	Assistant Principal
Laney, Beverlee	Instructional Coach
Caputo, Susan	Principal
Ochoa, Yelennys	Instructional Coach
Robinson, Melissa	Instructional Technology
Solana, Marlen	Assistant Principal
Ramsey, Lori	Instructional Coach
Anderson, Lauren	Teacher, K-12
King, Dan	Teacher, K-12
Slichter, Aleida	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Bonita Springs Elementary implements the district adopted literacy curriculum which is aligned with the vision of the Florida Department of Education, and the Florida State Standards. The LLT Team ensures that the curriculum and learning experiences in each classroom provide students with challenging and equitable opportunities to develop learning, thinking, and college to career life skills that align with the schools' purpose. At Bonita Springs Elementary school vision for Literacy K-5 includes Reading, Writing, Listening, Speaking, and Language Instruction. Language use and the reading-writing connection are integral to each strand of the Florida State Standards. Students at Bonita Springs Elementary are given opportunities to think critically and reflectively while using listening and speaking skills in formal and informal oral language classroom activities. Students are also given opportunities for reflection and discussion about what is being learned.

The Literacy Leadership Team promotes reading of a variety of fiction and nonfiction materials, LLT members, teachers, parents, volunteers, and support personnel work to ensure that all children practice their reading skills. Short stories, poetry, fairy tales, and fables make up 50% of the text read in classrooms, while informational and opinion selections make up the remaining 50%. The LLT team ensures that all classrooms implement the district literacy program and school literacy initiatives with fidelity.

Our Accelerated Reader program established by the LLT team, promotes the joy of reading and helps students set personal learning goals. Our school library houses popular children's titles from a variety of genres, and the local library collaborates with us by making sure specific titles are available to our students when they need them most.

In addition, the LLT team provides support for family literacy opportunities through a unified structure of homework routines organized in a binder. Students and their families have the opportunity to engage in literacy learning every evening through structured literacy assignments. The LLT team developed the concept for a binder to provide structure to the daily home learning routines as well as organizational skills for college and career readiness.

The LLT meets regularly to discuss the academic progress of students. Data is used from performance matters, CWT and observations to determine needs. Based on the needs of the students and staff, the LLT ensures that teachers have proper training support and materials to implement best practices. Every member of the LLT teaches a 40 minute intervention block daily. The LLT plans and meets with grade level PLCs weekly. Members of the LLT coach and model in classrooms on a regular basis. The LLT is also a driving force behind backwards planning.

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

At Bonita Springs Elementary we encourage positive working relationships between teachers in a variety of ways. The master schedule was created so that each grade level has 50 minutes of common planning on a daily basis. Teachers also implement the PLC model at least once a week. During PLC's teachers review the norms, address the four critical questions and establish goals. In addition they also review data, share best practices and collaborate weekly on lesson plans and common formative assessments. Teacher leaders, as well as administrators attend PLCs. BSE has also established a Sunshine Committee, an administrative newsletter and monthly staff lunches to build, support, and create positive morale among the staff.

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

Bonita Springs Elementary adhere to the policies and procedures established by the school district's department of Human Resources and turns to them for resources and support. The school district works to develop to develop creative systems of compensation and professional development to provide a professional environment that attracts, rewards, and retains quality staff members. The school system does not practice centralized hiring. Therefore, school administrators access highly qualified staff through the school district's management system or Candidate Gateway and Talent Acquisitions Management System. The human resources application enhances the efficiency of the hiring process and allows applicants to manage their documents and job searches in a user friendly manner. The school administration also participates in the school district' s annual job fair. All school personnel are fingerprinted as part of the hiring process and all teachers are asked to take a TeacherInsight" online talent assessment. Our school administration ensures that all employment related conduct is held to the highest ethical, moral, and professional standards as set forth by school board policies, contractual obligations, and State and Federal States. Weekly professional development opportunities, the new teacher APPLES mentoring program, and working within the structure of a professional learning community helps us to recruit, develop, and retain highly qualified teacher talent. In house teacher leaders, district specialists, and collaboration with other local schools provide us with the support we need to help our teachers be successful in their roles.

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

Bonita Springs Elementary adheres to the mentoring, coaching, and induction programs established through the Lee County School District. New teachers participate in the APPLES program, are closely monitored, and supported on a regular schedule by the administration. Teachers who are new to the school and/or new to teaching are provided with small group informational sessions to ensure that their understandings and classroom practices are aligned with school and district expectations. Planned Mentoring Activities include observations of new teacher's instruction and continuous feedback sessions and collaborative planning of lessons. Training on data driven decision making using performance matters is provided. Bonita Springs Elementary pairs new teachers and mentors based on individual needs and strengths of the new teacher, mentor teacher and grade level.

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

Bonita Springs Elementary implements the district adopted curriculum in all subject areas which are aligned to vision of the school, district, and state standards. Our teachers follow the districts academic plan as a pacing guide, use the Florida State Standards as a primary source for planning for instruction, and core materials provided by the school district as secondary resources to support instruction. We administer formative and summative assessments aligned to the Florida Standards as well as the state standardized assessments to measure growth and plan for student learning.

English Language Arts: The K-5 Literacy education includes reading, writing, listening, speaking, and language instruction aligned to the Florida State Standards. A variety of curriculum resources are available to meet the needs of diverse learners. Students use literacy across the curriculum for a variety of purposes. Students have many opportunities to express their opinions, demonstrate their understandings, clarify misconceptions, and build on what they already know. Science and Social Studies lessons are an integral part of the ELA curriculum providing a balance of both fiction and nonfiction reading experiences. Bonita Springs Elementary student receive ample instruction in foundational reading and writing skills, vocabulary, fluency and comprehension. Students show that they know in a variety of ways including learning journals, data folders, and self expression through the Arts.

Learning experiences are aligned to standards and prepare students with college and career readiness skills.

Mathematics: The K-5 district adopted math curriculum provides opportunities for students to make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model using diagrams and real objects, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning. Bonita Springs Elementary students acquire a solid foundation in working with whole numbers, addition, subtraction, multiplication, division, fractions, and decimals. All practice is developmentally appropriate and includes problem solving, making connections, understanding multiple representations of mathematical ideas, and communicating thought processes. The content is focused and balanced across all grades. Learning experiences include hands-on experiences and investigations.

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

Bonita Springs elementary uses data to provide and differentiate instruction to meet the diverse needs of its students. Data drives informed instructional decision making. We use data to identify areas in need of improvement and develop actions plans to address those needs. Our school wide intervention program provides intensive instruction in small groups for struggling as well as advanced learners. During intervention time, students are grouped by their level of mastery with targeted standards and they work to demonstrate 80% mastery as evidence of learning. PLC teams meet to monitor data and to plan for instruction and intervention. The use of research based strategies are our tools for success. We understand that students learn in different ways, have their own preferred learning styles, and demonstrate different strengths. Teachers develop instructional experiences that stretch learners and celebrate their unique differences. Teachers also personalize instructional strategies and interventions to address the needs of English Language Learners, students with exceptional educational needs, and struggling learning participating in the process of Response to Intervention (MTSS/RTI). In addition, our Pre-K and EHS (infant and toddler) are inclusive sites serving students with disabilities. As a professional learning community we understand that they are all our students. BSE teachers share the responsibility to ensure that all students are provided the opportunities to achieve his/her highest personal potential.

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: Weekend Program

Minutes added to school year: 2,400

Bonita Springs Elementary offers an after school tutoring program for students in grades 1-5 to assist in mastery of standards and to prepare for End of Year assessments. These programs will focus on skills in Literacy and Math. Enrichment activities will also be included to help build background knowledge and improve on skills the child already exhibits.

Strategy Rationale

Weekend programs provide students with additional academic time, small group instruction, and instruction specific to the standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Fiora, Jillian, jillianf@leeschools.net

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

End of year and progress monitoring data will be available and monitored to show effectiveness.

Strategy: Summer Program

Minutes added to school year: 6,300

BSE will offer a summer program for students in grades 1-5 in preparation for the coming year. The program will work on skills in Reading, Math, Science, and Writing. Enrichment activities will also be included to help build background knowledge and improve on skills the child already exhibits

Strategy Rationale

Summer programs provide students with additional academic time, small group instruction, and instruction specific to the standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Fiora, Jillian, jillianf@leeschools.net

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

Pre and Post test data will be collected and analyzed for effectiveness.

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

Open House and orientation meetings will be held prior to the start of the school year for kindergarten students and their families to familiarize them with the school and expectations for the coming year. All students are assessed within the first 45 days upon entering within the areas of Basic Skills/ School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/ Processing. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Articulation cards will be completed by classroom teachers, and teachers will meet in the spring to group students for the next grade level. Students visit Kindergarten classrooms and eat in the cafe the last 2 weeks of class. Parent meetings are held to discuss kindergarten expectations and teach parents how to prepare their children for kindergarten.

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

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.** Bonita Springs Elementary will increase learning gains on FSA Math to 52% for the 2015 - 2016 school year.
- G2.** Bonita Springs Elementary will increase learning gains on FSA Reading to 51% for the 2015 - 2016 school year.
- G3.** If teachers track standards and progress monitor students, then student achievement will increase.
- G4.** Teacher engagement will increase at least .2 in the Q12 area of "knowing what's expected" as measured by the FY16 Gallup Teacher Engagement Survey.

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. Bonita Springs Elementary will increase learning gains on FSA Math to 52% for the 2015 - 2016 school year. 1a

G074100

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	52.0

Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

- Students basic computational skills (math facts) are limited. In addition, their reading comprehension hinders their understanding of what is being asked mathematically.

Plan to Monitor Progress Toward G1. 8

We will monitor the assessments known as Checks and STAR Math data to monitor student progress. Interventions will be put in place to monitor student achievement which is correlated with checks and STAR data.

Person Responsible

Susan Caputo

Schedule

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

Evidence of Completion

Student data in Performance Matters, CASTLE Standards Tracker and STAR Math will be analyzed. Teachers will maintain data binders and participate in data chats.

G2. Bonita Springs Elementary will increase learning gains on FSA Reading to 51% for the 2015 - 2016 school year. **1a**

G074101

Targets Supported **1b**

Indicator	Annual Target
FSA English Language Arts - Achievement	51.0

Resources Available to Support the Goal **2**

-

Targeted Barriers to Achieving the Goal **3**

- Student language and vocabulary development are limited; thereby affecting comprehension.

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

We will monitor the assessments known as Checks and STAR data to monitor student progress. Interventions will be put in place to monitor student achievement which is correlated with checks and STAR data.

Person Responsible

Susan Caputo

Schedule

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

Evidence of Completion

Student data in Performance Matters, CASTLE Standards Tracker, STAR EL, and STAR will be analyzed. Teachers will maintain data binders and participate in data chats.

G3. If teachers track standards and progress monitor students, then student achievement will increase. 1a

G074102

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	59.0
FSA Mathematics - Achievement	69.0

Resources Available to Support the Goal 2

- The Leadership Team will work with staff to analyze data, progress monitoring, and differentiate instruction.
- Common planning time has been allocated in the school wide schedule.

Targeted Barriers to Achieving the Goal 3

- Systems for analyzing data, progress monitoring, and differentiating instruction are new.

Plan to Monitor Progress Toward G3. 8

Data will drive teacher instruction.

Person Responsible

Susan Caputo

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Student data in Performance Matters, CASTLE Standards Tracker, STAR EL, and STAR will be analyzed weekly. Teachers will maintain data binders and participate in data chats. Students will track learning goals and be able to demonstrate an understanding of what and why they are tracking the data.

G4. Teacher engagement will increase at least .2 in the Q12 area of "knowing what's expected" as measured by the FY16 Gallup Teacher Engagement Survey. 1a

G074103

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

5Es Score: Quality PD

Resources Available to Support the Goal 2

- Veteran teachers and teachers who are new to the school bring with them years of experience that they can share as they collaborate to increase student learning.
- The school has established processes, procedures, and expectations that are communicated daily via face to face conversations, emails, staff meetings, and the Principal's staff notes.
- The school district provides clear expectations for teaching and learning through district specialists, timely trainings, feedback and support.

Targeted Barriers to Achieving the Goal 3

- Staff have not had enough opportunities to collaboratively plan and create a system of school wide expectations.
- Teachers new to the profession need follow-up support to their APPLES training.
- Experienced teachers who are new to the school may not be familiar with the needs of the families we serve.

Plan to Monitor Progress Toward G4. 8

The administration will conduct weekly classroom visits, lesson plan reviews, observations, one on one conversations, and student data to monitor progress toward meeting this goal.

Person Responsible

Susan Caputo

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Teacher lesson plans, classroom observations, teacher reflections, and an increase in student achievement will serve as evidence of progress toward meeting the goal.

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

G3. If teachers track standards and progress monitor students, then student achievement will increase. **1**

 G074102

G3.B1 Systems for analyzing data, progress monitoring, and differentiating instruction are new. **2**

 B193462

G3.B1.S1 Provide professional development in data analysis, progress monitoring, differentiated instruction and standards tracking. **4**

 S205011

Strategy Rationale

If teachers learn to analyze data and progress monitor, then they will be able to plan for differentiated instruction based on FL Common Core Standards.

Action Step 1 **5**

Provide professional development in data analysis, progress monitoring, differentiated instruction and standards tracking.

Person Responsible

Susan Caputo

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

In-service records

Action Step 2 5

Collect ongoing standards based progress monitoring data.

Person Responsible

Susan Caputo

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Teacher Data Binders, Student Data Folders, Data Wall

Action Step 3 5

Use CASTLE to track achievement of standards.

Person Responsible

Susan Caputo

Schedule

Weekly, from 11/6/2015 to 6/10/2016

Evidence of Completion

CASTLE reports

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monitor teacher's implementation of strategies and systems.

Person Responsible

Susan Caputo

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Classroom walkthroughs, lesson plans, teacher data binders, student data folders.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Teachers effectively progress monitor and differentiate instruction.

Person Responsible


Susan Caputo

Schedule

Evidence of Completion

Walkthroughs, PLC's, Data Chats


G4. Teacher engagement will increase at least .2 in the Q12 area of "knowing what's expected" as measured by the FY16 Gallup Teacher Engagement Survey. 1

 G074103

G4.B1 Staff have not had enough opportunities to collaboratively plan and create a system of school wide expectations. 2

 B193464

G4.B1.S1 The school principal will work to increase teacher engagement by bringing both veteran and new (to the school) teachers together to plan, collaborate, and work on special school initiatives that build upon the professional strengths of each of the members of the team. 4

 S205014

Strategy Rationale

By building on the strengths on the individual team members we will increase teacher engagement and build stronger, more supportive teams.

Action Step 1 5

The school principal in collaboration with the administrative team will work to build relationships among teachers and staff to increase overall satisfaction and engagement at work.

Person Responsible

Susan Caputo

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

The school administration will conduct classroom visits and walkthrough to observe the implementation of KAGAN strategies in action. The school administration will also monitor teacher attendance as an indicator for engagement.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Teachers will write common grade level lesson plans.

Person Responsible

Susan Caputo

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Weekly grade level lesson plans will provide evidence of collaboration.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Student data will demonstrate learning gains and growth.

Person Responsible

Susan Caputo

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Data from CASTLE, Performance Matters, STAR, STAR EL will demonstrate gains in student learning.

G4.B2 Teachers new to the profession need follow-up support to their APPLES training. 2

B193465

G4.B2.S1 Teachers new to the profession participate bi-weekly APPLES trainings. 4

S205016

Strategy Rationale

APPLES training prepares beginning teachers for the challenges in their new roles. APPLES provides the support teachers need to be successful.

Action Step 1 5

Teachers will participate in APPLES training.

Person Responsible

Jillian Fiora

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Teachers will be able to apply what they have learned thereby demonstrating success in their new role.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Bi-weekly APPLES training will be held to provide new teachers the support they need.

Person Responsible

Jillian Fiora

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

New teachers will be able to implement what they have learned in APPLES training in the classroom setting thereby demonstrating success in their new role.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

APPLES training will provide new teachers with the tools they need to be successful.

Person Responsible

Jillian Fiora

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Classroom observations will provide evidence of teacher effectiveness in the classroom setting.

G4.B3 Experienced teachers who are new to the school may not be familiar with the needs of the families we serve. 2

 B193466

G4.B3.S1 Teachers are trained in the use of SIOP strategies to increase learning for English Language Learners. 4

 S205018

Strategy Rationale

SIOP strategies are research based and proven to be effective with English Language Learners.

Action Step 1 5

Teachers will receive SIOP training to increase learning among English Language Learners.

Person Responsible

Yelennys Ochoa

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

English Language Learners will increase learning as evidenced by scores on district and school based checkpoints and checks.

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

School administrators will check lesson plans and conduct classroom visits weekly.

Person Responsible

Susan Caputo

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Lesson plans will clearly state the use of SIOP strategies for English Language Learners.

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Student assessment data will be used to monitor the effectiveness of the learning strategies.

Person Responsible

Susan Caputo


Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Data reports from CASTLE as well as Performance Matters, STAR EL, STAR, district Checks and Checkpoints, and school based formative assessments will be used to monitor student learning.

G4.B3.S2 Teachers are trained in the use of Whole Brain instructional strategies to meet the needs of a diverse student population including those with special needs. 4

 S205019

Strategy Rationale

Whole Brain instructional strategies transcend cultural barriers and target learning using what we know about brain research. The strategies have been proven to be effective with diverse populations.

Action Step 1 5

Teachers will engage in Whole Brain training.

Person Responsible

Susan Caputo

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Teachers will implement what they have learned as evidence through classroom observations.

Plan to Monitor Fidelity of Implementation of G4.B3.S2 6

Teachers will implement Whole Brain teaching strategies.

Person Responsible

Susan Caputo

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Classroom observations and student demonstrations will provide evidence of the implementation of Whole Brain teaching strategies in the classroom.

Plan to Monitor Effectiveness of Implementation of G4.B3.S2 7

Student data will demonstrate an increase in learning.

Person Responsible

Susan Caputo

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Data from CASTLE, Performance Matters, STAR, STAR EL, district Checks, and Checkpoints will provide evidence of an increase in student learning.

G4.B3.S3 Annual school wide social events including Dancing Classrooms, and parent/teacher conference nights provide opportunities to bring families and teachers together on common ground. 4

 S205020

Strategy Rationale

By bringing all stakeholders together we can learn from each other in order to better serve our students and increase learning.

Action Step 1 5

Annual school wide events will provide opportunities for teachers, students, and their families to build relationships on common ground.

Person Responsible

Susan Caputo

Schedule

Annually, from 8/24/2015 to 6/10/2016

Evidence of Completion

Stakeholder attendance and engagement in school initiatives will serve as evidence of relationship building.

Plan to Monitor Fidelity of Implementation of G4.B3.S3 6

Teachers and students will demonstrate an increase in cultural awareness through special presentation, projects, and participation in special events.

Person Responsible

Jillian Fiora

Schedule

Annually, from 8/24/2015 to 6/10/2016

Evidence of Completion

Evidence of teacher engagement in learning to understand the needs of the families they serve will be demonstrated through student learning gains.

Plan to Monitor Effectiveness of Implementation of G4.B3.S3 7

Building relationships and cultural awareness among all stakeholders will increase teacher engagement and student learning.

Person Responsible

Jillian Fiora

Schedule

Annually, from 8/24/2015 to 6/10/2016

Evidence of Completion

Students will demonstrate learning gains as a result of increased teacher engagement.

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
G3.B1.S1.A1	Provide professional development in data analysis, progress monitoring, differentiated instruction and standards tracking.	Caputo, Susan	8/24/2015	In-service records	6/10/2016 weekly
G4.B1.S1.A1	The school principal in collaboration with the administrative team will work to build relationships among teachers and staff to increase overall satisfaction and engagement at work.	Caputo, Susan	8/24/2015	The school administration will conduct classroom visits and walkthrough to observe the implementation of KAGAN strategies in action. The school administration will also monitor teacher attendance as an indicator for engagement.	6/10/2016 weekly

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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
G4.B2.S1.A1	Teachers will participate in APPLES training.	Fiora, Jillian	8/24/2015	Teachers will be able to apply what they have learned thereby demonstrating success in their new role.	6/10/2016 biweekly
G4.B3.S1.A1	Teachers will receive SIOP training to increase learning among English Language Learners.	Ochoa, Yelennys	8/24/2015	English Language Learners will increase learning as evidenced by scores on district and school based checkpoints and checks.	6/10/2016 quarterly
G4.B3.S2.A1	Teachers will engage in Whole Brain training.	Caputo, Susan	8/24/2015	Teachers will implement what they have learned as evidence through classroom observations.	6/10/2016 quarterly
G4.B3.S3.A1	Annual school wide events will provide opportunities for teachers, students, and their families to build relationships on common ground.	Caputo, Susan	8/24/2015	Stakeholder attendance and engagement in school initiatives will serve as evidence of relationship building.	6/10/2016 annually
G3.B1.S1.A2	Collect ongoing standards based progress monitoring data.	Caputo, Susan	8/24/2015	Teacher Data Binders, Student Data Folders, Data Wall	6/10/2016 weekly
G3.B1.S1.A3	Use CASTLE to track achievement of standards.	Caputo, Susan	11/6/2015	CASTLE reports	6/10/2016 weekly
G1.MA1	We will monitor the assessments known as Checks and STAR Math data to monitor student progress. Interventions will be put in place to monitor student achievement which is correlated with checks and STAR data.	Caputo, Susan	8/24/2015	Student data in Performance Matters, CASTLE Standards Tracker and STAR Math will be analyzed. Teachers will maintain data binders and participate in data chats.	6/3/2016 monthly
G2.MA1	We will monitor the assessments known as Checks and STAR data to monitor student progress. Interventions will be put in place to monitor student achievement which is correlated with checks and STAR data.	Caputo, Susan	8/24/2015	Student data in Performance Matters, CASTLE Standards Tracker, STAR EL, and STAR will be analyzed. Teachers will maintain data binders and participate in data chats.	6/3/2016 monthly
G3.MA1	Data will drive teacher instruction.	Caputo, Susan	8/24/2015	Student data in Performance Matters, CASTLE Standards Tracker, STAR EL, and STAR will be analyzed weekly. Teachers will maintain data binders and participate in data chats. Students will track learning goals and be able to demonstrate an understanding of what and why they are tracking the data.	6/10/2016 weekly
G3.B1.S1.MA1	Teachers effectively progress monitor and differentiate instruction.	Caputo, Susan	8/24/2015	Walkthroughs, PLC's, Data Chats	one-time
G3.B1.S1.MA1	Monitor teacher's implementation of strategies and systems.	Caputo, Susan	8/24/2015	Classroom walkthroughs, lesson plans, teacher data binders, student data folders.	6/10/2016 weekly
G4.MA1	The administration will conduct weekly classroom visits, lesson plan reviews, observations, one on one conversations, and student data to monitor progress toward meeting this goal.	Caputo, Susan	8/24/2015	Teacher lesson plans, classroom observations, teacher reflections, and an increase in student achievement will serve as evidence of progress toward meeting the goal.	6/10/2016 weekly
G4.B1.S1.MA1	Student data will demonstrate learning gains and growth.	Caputo, Susan	8/24/2015	Data from CASTLE, Performance Matters, STAR, STAR EL will demonstrate gains in student learning.	6/10/2016 weekly
G4.B1.S1.MA1	Teachers will write common grade level lesson plans.	Caputo, Susan	8/24/2015	Weekly grade level lesson plans will provide evidence of collaboration.	6/10/2016 weekly
G4.B2.S1.MA1	APPLES training will provide new teachers with the tools they need to be successful.	Fiora, Jillian	8/24/2015	Classroom observations will provide evidence of teacher effectiveness in the classroom setting.	6/10/2016 biweekly
G4.B2.S1.MA1	Bi-weekly APPLES training will be held to provide new teachers the support they need.	Fiora, Jillian	8/24/2015	New teachers will be able to implement what they have learned in APPLES training in the classroom setting thereby demonstrating success in their new role.	6/10/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B3.S1.MA1	Student assessment data will be used to monitor the effectiveness of the learning strategies.	Caputo, Susan	8/24/2015	Data reports from CASTLE as well as Performance Matters, STAR EL, STAR, district Checks and Checkpoints, and school based formative assessments will be used to monitor student learning.	6/10/2016 weekly
G4.B3.S1.MA1	School administrators will check lesson plans and conduct classroom visits weekly.	Caputo, Susan	8/24/2015	Lesson plans will clearly state the use of SIOp strategies for English Language Learners.	6/10/2016 weekly
G4.B3.S2.MA1	Student data will demonstrate an increase in learning.	Caputo, Susan	8/24/2015	Data from CASTLE, Performance Matters, STAR, STAR EL, district Checks, and Checkpoints will provide evidence of an increase in student learning.	6/10/2016 weekly
G4.B3.S2.MA1	Teachers will implement Whole Brain teaching strategies.	Caputo, Susan	8/24/2015	Classroom observations and student demonstrations will provide evidence of the implementation of Whole Brain teaching strategies in the classroom.	6/10/2016 daily
G4.B3.S3.MA1	Building relationships and cultural awareness among all stakeholders will increase teacher engagement and student learning.	Fiora, Jillian	8/24/2015	Students will demonstrate learning gains as a result of increased teacher engagement.	6/10/2016 annually
G4.B3.S3.MA1	Teachers and students will demonstrate an increase in cultural awareness through special presentation, projects, and participation in special events.	Fiora, Jillian	8/24/2015	Evidence of teacher engagement in learning to understand the needs of the families they serve will be demonstrated through student learning gains.	6/10/2016 annually

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.

G3. If teachers track standards and progress monitor students, then student achievement will increase.

G3.B1 Systems for analyzing data, progress monitoring, and differentiating instruction are new.

G3.B1.S1 Provide professional development in data analysis, progress monitoring, differentiated instruction and standards tracking.

PD Opportunity 1

Provide professional development in data analysis, progress monitoring, differentiated instruction and standards tracking.

Facilitator

Susan Caputo

Participants

All teachers

Schedule

Weekly, from 8/24/2015 to 6/10/2016

G4. Teacher engagement will increase at least .2 in the Q12 area of "knowing what's expected" as measured by the FY16 Gallup Teacher Engagement Survey.

G4.B1 Staff have not had enough opportunities to collaboratively plan and create a system of school wide expectations.

G4.B1.S1 The school principal will work to increase teacher engagement by bringing both veteran and new (to the school) teachers together to plan, collaborate, and work on special school initiatives that build upon the professional strengths of each of the members of the team.

PD Opportunity 1

The school principal in collaboration with the administrative team will work to build relationships among teachers and staff to increase overall satisfaction and engagement at work.

Facilitator

Jillian Fiora

Participants

Teachers and Support Staff

Schedule

Weekly, from 8/24/2015 to 6/10/2016

G4.B2 Teachers new to the profession need follow-up support to their APPLES training.

G4.B2.S1 Teachers new to the profession participate bi-weekly APPLES trainings.

PD Opportunity 1

Teachers will participate in APPLES training.

Facilitator

Jillian Fiora

Participants

New Teachers

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

G4.B3 Experienced teachers who are new to the school may not be familiar with the needs of the families we serve.

G4.B3.S1 Teachers are trained in the use of SIOP strategies to increase learning for English Language Learners.

PD Opportunity 1

Teachers will receive SIOP training to increase learning among English Language Learners.

Facilitator

SIOP District Trainers

Participants

Teachers

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

G4.B3.S2 Teachers are trained in the use of Whole Brain instructional strategies to meet the needs of a diverse student population including those with special needs.

PD Opportunity 1

Teachers will engage in Whole Brain training.

Facilitator

Whole Brain Consultant

Participants

Teachers

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Technical Assistance Items

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

Budget

Budget Data

1	G3.B1.S1.A1	Provide professional development in data analysis, progress monitoring, differentiated instruction and standards tracking.	\$0.00
2	G3.B1.S1.A2	Collect ongoing standards based progress monitoring data.	\$0.00
3	G3.B1.S1.A3	Use CASTLE to track achievement of standards.	\$0.00
4	G4.B1.S1.A1	The school principal in collaboration with the administrative team will work to build relationships among teachers and staff to increase overall satisfaction and engagement at work.	\$0.00
5	G4.B2.S1.A1	Teachers will participate in APPLES training.	\$0.00
6	G4.B3.S1.A1	Teachers will receive SIOP training to increase learning among English Language Learners.	\$0.00
7	G4.B3.S2.A1	Teachers will engage in Whole Brain training.	\$0.00
8	G4.B3.S3.A1	Annual school wide events will provide opportunities for teachers, students, and their families to build relationships on common ground.	\$0.00
Total:			\$0.00