

The School District of Lee County

Fort Myers Beach Elementary School



2016-17 Schoolwide Improvement Plan

Fort Myers Beach Elementary School

2751 OAK ST, Fort Myers Beach, FL 33931

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	C	A

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Fort Myers Beach Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

At Fort Myers Beach Elementary, our mission is to ensure that every learner reaches his/her highest personal potential.

b. Provide the school's vision statement.

At Fort Myers Beach Elementary, our vision is to work as a collaborative team to improve teaching and learning.

2. School Environment

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

Fort Myers Beach Elementary is a neighborhood school which provides many opportunities for our school community to learn about our students' cultures and build lasting relationships between teachers, students and parents. Our school year starts off with an Open House, followed by a pool party for all staff, students and parents. At Christmas time, we hold a Holiday Night which includes games, crafts and a musical program. Our kindergarten has an annual Chinese New Year celebration which includes a parade, followed by a lunch provided by a local Chinese restaurant. We also have a Spring Concert which highlights music which represents or diverse student population.

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

Fort Myers Beach Elementary is a unique small island school of approximately 24 staff members and 120 students. Our neighborhood school fosters a nurturing environment in which all staff care for "our" students. Every morning our administration, building supervisor and various other staff members, stand outside and personally welcomes each and every student. Our instructional staff and PE teacher provide many opportunities for social emotional development, increased self-esteem, and constantly collaborate about individual students. Our community provides several after school opportunities such as the Bay Oaks Recreational after-school program, Library Study Buddies, Art Club, Lego Club and Swim Club. School administration regularly meets with representatives from all after school programs to ensure the safety and well being of our students.

c. 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.

Fort Myers Beach Elementary, sets clear behavioral expectations for ALL learners. At our Beginning of the Year Pep Rally, all students and staff are introduced to our "Fantastic 5" behavioral expectations for all students and staff. We post and consistently review our "Fantastic 5", which are the norms we expect both adults and children to follow. Our expectations are clearly visible in every classroom and throughout the school. They are also reviewed at various assemblies and Morning News Programs. Both instructional and support staff are trained during pre-school and throughout the school year on strategies to minimize distractions and maximize student engagement.

d. 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.

Fort Myers Beach Elementary school personnel are committed to meeting the social and emotional needs of our students. Our school personnel follow clearly defined processes to determine the needs of our students. Our unique size and neighborhood school atmosphere creates a caring and nurturing environment. District, school and community programs are in place to ensure our children have what they need to successfully maximize their social and academic potential. There are many resources, programs and procedures in place in order to effectively meet the needs of all students. The office keeps a supply of clothing and shoes for those in need. The office keeps a supply of school necessities (books, pencils, backpacks etc.) for those in need. Nutrition and wellness information is provided by our PE teacher. Holiday food and gift needs are surveyed and provided by community donations. After-school clubs (art, news, drama, K-Kids, Book Battle) are offered. Our equity coordinator offers and determines 504 eligibility for students. Anti-Bullying programs are taught by classroom and PE teachers. Anti-drug programs are taught in appropriate grade levels. Lion's Club donations are accepted for students who need glasses. All students receive free breakfast and lunch, medical needs are addressed by the clinic aide and nurse, and several community based after-school programs are available for our student population. Referrals for Exceptional Student Educational services are made as needed and Individualized Educational Plans are implemented and reviewed annually. Also, counseling and psychological services are provided as needed. Both instructional and support staff are trained on strategies to meet the social-emotional needs of our students.

3. Early Warning Systems

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

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

At Fort Myers Beach Elementary, there are many programs that engage families in meaningful ways in their child's education. Parents are encouraged to come in to view their child's portfolio at any time. They are also welcome to join their children for lunch. In addition, student led conferences are scheduled to share academic progress and set goals. Throughout the year, many family focused activities are planned. At the start of the school year, a pool party is held following Open House. Special luncheons are scheduled for families to attend at Christmas and Thanksgiving. An annual Holiday Program is scheduled which includes crafts, snacks and activities followed by a concert. A Spring Concert is also held for families to enjoy. An Imaginarium family science night is held for all students with their parents. Our PTO plans many activities throughout the year for families to enjoy, such as a Bowling Night, a Halloween Party, Pub Crawl and Silent Auction. They are also very involved in fund raising to meet the requests from instructional staff for field trips and educational resources. The Parentlink phone system is used to keep parents informed on their child's grades. Newsletters are sent home on a monthly basis communicating our mission, vision and other important information. Fort Myers Beach teachers send home weekly progress reports in addition to maintaining classroom websites. The school also maintains a website to keep all informed about upcoming events and activities as well as a Twitter account.

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

Our administration communicates regularly with the local newspaper to provide information on school-wide achievements and happenings. In addition, our school also maintains an ongoing relationship with several community businesses and organizations. Throughout the year, we extend invitations for them to join us in attending field trips, educational programs, assemblies etc., as well as being active members of our SAC committee. As a result, we are fortunate in that many community organizations and businesses are involved in providing resources and financial contributions aimed at student learning and achievement. This includes purchasing instructional technology, funding field trips, as well as other programs and events.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Dobbins, Jeff	Principal
Wood, Carie	Instructional Coach
Zamniak, Lori	Teacher, K-12
Rockwell, Joy	Teacher, K-12
Martin, Jennifer	Teacher, K-12
Fraley, Virginia	Teacher, K-12
Cribbs, Michael	Other
Bilardo, Amy	Registrar
Cribbs, Tina	Teacher, K-12

b. Duties

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

The Principal and the Intervention Support Specialist facilitate the implementation of the MTSS process. They provide and coordinate continuous professional development as needed. He assigns paraprofessionals to support the MTSS implementation. He reinforces data-based decision making and provides ample opportunities for data review and discussion. He creates frequent opportunities to celebrate and communicate success. He conducts classroom observations and provides feedback on effective instructional practices.

The ESE Teacher/Intervention Support Specialist provides ongoing support and training to staff on the MTSS process. She is available for student observations when requested. She communicates with parents during each step of the MTSS process. The Intervention Support Specialist also provides additional services to students who are in Tier 2 and 3, and keeps ongoing data on individual student progress.

The Classroom Teacher provides differentiated grade level instruction. They administer assessments and keep ongoing data on the progress of all student. They communicate frequently with parents and schedule meetings when necessary. The classroom teacher also works with the ESE Teacher to provide accommodations for students who are in Tier 2 and 3.

The Principal and Professional Development Resource Teacher schedule and guide PLC data review meetings. They maintain grade level meeting minutes which are housed on our local Sharepoint site, which document the discussions that took place at the PLC data review meetings. They also share information on best practices, classroom strategies and instructional resources with staff to improve academic outcomes.

2. 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.

At Fort Myers Beach Elementary, all instructional personnel have been provided professional development on the use of Safari Montage, Performance Matters/Unify, STAR 360, STAR Excel Data Sheets, STAR Reading/Math On Track data sheets and FSA 4th & 5th Grade Learning Gains Calculation Sheets for data review. During our PLC meetings, data is used for the development and differentiation of daily classroom instruction and to construct flexible groupings for scheduled school-wide intervention (WIN) time. All staff, including paras, special area and ESE teachers are assigned to specific grade levels for support during WIN time. Ed paras are scheduled to assigned teachers

daily during regularly scheduled academic instruction time. Administration rotates through all the classrooms to provide additional support. Individual grade level needs regarding funding for additional technology and other instructional resources are discussed with the Principal and provided upon approval.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Jacqueline DeMilia	Education Support Employee
Kathy Durrett	Business/Community
Marilyn Farley	Business/Community
Kerrie Stephenson	Education Support Employee
Kim West	Parent
Debbie Kildow	Business/Community
Christine Soto	Parent
Lori Zamniak	Teacher
Jeff Dobbins	Principal
Tracey Gore	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC at Fort Myers Beach Elementary will meet to review and discuss data from the 2015-2016 school year as soon as the data becomes available.

b. Development of this school improvement plan

Fort Myers Beach Elementary understands the importance of input from teachers, parents and community members as it pertains to the School Improvement Plan Process. The School Advisory Committee is composed of parents, teachers, administration and community involvement. They will have the opportunity to meet and discuss the development of the 16-17 SIP. The SAC approved Fort Myers Beach 16-17 SIP on 10-18-16. The SAC chair and Leadership Team will participate in writing the FMB SIP. They will report back to the SAC for input regarding the SIP plan, modifications to the plan and final approval of the SIP.

c. Preparation of the school's annual budget and plan

The School budget is proposed at the SAC meeting in which expected allocated funds are announced. Each department and its predicted budget amount is stated and geared towards finding ways to utilize the money that will benefit student learning. Possible position losses, gains, and shifts in staff are addressed. Changes in budget from previous years are discussed which include current SAI, Title 2, and District Allocated funds (DRA). An opportunity for the SAC committee to approve the budget is then provided.

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

Even though School Improvement funds were not allocated to the school, any remaining funds left over in the School Improvement budget line will be utilized for materials and supplies which will support core academic instruction.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Dobbins, Jeff	Principal
Zamniak, Lori	Teacher, K-12
Cribbs, Tina	Teacher, K-12
Wood, Carie	Instructional Coach
Catlett, Alicia	Teacher, K-12
Fraley, Virginia	Teacher, K-12
Rockwell, Joy	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives of the Fort Myers Beach Elementary LLT this year will be to provide on-going professional development for all instructional personnel on the use of Safari Montage, Performance Matters/Unify, STAR 360, STAR Excel Data Sheets, STAR Reading On Track data sheets and FSA 4th & 5th Grade Learning Gains Calculation Sheets for data review. These professional development activities are designed to provide our teachers with standards-based data, which in turn, will improve classroom based literacy concepts. AR is utilized to promote school-wide literacy. The LLT plans and organizes quarterly celebrations to recognize students who have achieved their quarterly AR goal. Students are encouraged throughout the school year to achieve their maximum point goal. In addition, students are recognized when they have read one million words or more.

D. Public and Collaborative Teaching

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

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

In order to encourage positive working relationships between teachers, the administration carefully schedules common planning, common lunch, and common special times which provide an opportunity for grade levels to cross-collaborate on teaching and learning. In addition, weekly PLC meetings are planned. They include data review, interpretation and instructional planning to ensure mastery of the

Florida Standards. At staff meetings, teachers share best practices and resources for effective instruction.

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

Fort Myers Beach Elementary Recruitment Process includes screening of all applicants through the use of PeopleSoft. Once screened, candidates who are highly qualified and meet the position requirements are identified. Applicants are screened through the use of a rubric, reference checks and resume review. Interviews are then scheduled. The Interviewer or Interview team uses quality, consistent questions during the interview process to determine if an applicant meets the job criteria. Once the candidate is identified and hired, they are placed in an area they will be successful in. The candidate is then paired with a school mentor. Administration will conduct weekly check-ins with new recruit.

Fort Myers Beach Elementary has a history of retaining highly qualified talent. Strategies that have helped retain talent include creating a positive school climate and providing teachers with the resources and supplies needed to meet the needs of their students. Stakeholder feedback is solicited when it comes to the implementation of new policies, procedures and programs. Administration holds one-on-one meetings with each staff member at the beginning of the year. One of the goals of this meeting is to get to know the staff member better and to understand different ways they would like to be recognized (privately, publicly or through written communication). Staff birthdays are recognized by administration with a card and their favorite treat.

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

At Fort Myers Beach Elementary, new or existing teachers are paired with a mentor teacher who has taken the Clinical Educators Course. The mentors meet with beginning or existing teachers to set-up goals and objectives for the year and set and conduct regular classroom observations where outcomes are discussed afterwards. Job-embedded professional development is also provided to our mentees in order to ensure their success within the school setting. Our new or existing teachers are also provided with opportunities to observe other classrooms and then debrief with their mentor afterwards.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Fort Myers Beach Elementary utilizes district adopted resources that are aligned to the Florida State Standards. Our academic teams use academic plans, blueprints and the progression of standards to construct differentiated lessons to meet the diverse needs of our student population.

b. Instructional Strategies

1. 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.

Student data is tracked by our instructional staff after the administration of formative and summative checks. Fort Myers Beach teachers utilize Performance Matters, Unify, STAR and STAR On Track

data sheets. The above data collection systems identify specific students who have either mastered the standard(s) or need remediation on a specific standard(s). Students who have mastered the standards are then provided enrichment activities, while those students who have not mastered the standards are provided a variety of interventions. This includes small group instruction, extended learning opportunities during grade level WIN (What I Need) time, and after school tutoring.

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

Strategy: Extended School Day

Minutes added to school year: 4,330

The students at Fort Myers Beach Elementary are provided remediation, maintenance and enrichment during two weekly scheduled intervention times. Following data review of assessments of Florida State Standards, students are placed in flexible groupings and provided additional support as needed.

Our students 3-5 are also invited to become members of the "Book Battle Club". They independently read from a list of Sunshine State novels, write individual comprehension questions to share, and enjoy book related activities. They meet twice a month for 1 hour. This culminates in a district-wide competition.

Our students in grades 4-5 are invited to audition for our annual play early in the school year. After parts are chosen and scripts are distributed, the cast meets weekly after school from October til March. The play is performed for the school and community members.

Our students in grades 4-5 are invited to be members of an art club that meets weekly after school.

Students in grades 4-5 are invited to be members of the Dolphin Daily News Club. They are responsible for writing and broadcasting the daily news program to the school.

Students in grade 5 are invited to be members of the Yearbook Club. The are responsible for planning the layout, designing the cover and collecting the photographs for the annual yearbook.

Students in grades K-3 are invited to join "The Innovators Lab". They meet twice a month for creative fun and exploration with Legos.

Strategy Rationale

The rationale for this strategy is to ensure that every student at Fort Myers Beach Elementary is given the opportunity to reach his/her highest potential by focusing on individual learning needs and offering after school enrichment activities in the arts and technology.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Dobbins, Jeff, jeffhd@leeschools.net

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

Data from STAR Reading, STAR Math and formative checks is collected and reviewed at weekly PLC meetings to determine the need for remediation, maintenance or enrichment. This data is reviewed by the principal in order to monitor effectiveness of instructional strategies, interventions and enrichment. This information is also used to generate conversations during quarterly data chats.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

To assist preschool children in transition from early childhood programs to elementary programs, Fort Myers Beach Elementary uses several strategies. First of all, early enrollment is encouraged and advertised in local newspapers. The incoming students are then invited to a "Kindergarten Round-up" in late May, prior to the start of the school year. They watch the class in action with their parents, meet the teachers and staff, engage in an activity and share lunch. During pre-school, the students are invited to Open House, where our kindergarten families are given a goody bag to welcome them to our school. This is followed by a Back-to- School Pool Party for all families. In addition, the students are given "Reading Buddies" in older classrooms early in the school year. Our fifth grade students are invited to join various after school activities to develop interests and hobbies they might be interested in choosing as electives in middle and high school. On the last day of school, our fifth graders take a "Graduation Walk", where the entire school sends them off with high fives and encouraging words. These activities help to develop a positive self esteem and provide a smooth transition to becoming successful, confident students.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Fort Myers Beach Elementary will utilize assessment results/data to increase individual and class proficiency in ELA.
- G2.** Fort Myers Beach Elementary will maintain a 0 rate of out of school suspensions.

Strategic Goals Detail

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

G1. Fort Myers Beach Elementary will utilize assessment results/data to increase individual and class proficiency in ELA. 1a

G082857

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	76.0

Targeted Barriers to Achieving the Goal 3

- Lack of proficiency in utilizing a consistent data review process

Resources Available to Help Reduce or Eliminate the Barriers 2

- PLCs
- Scheduled weekly intervention times
- District Academic Plan
- Pearson Realize
- Performance Matters
- CASTLE Standards Tracker
- Educational Paraprofessionals
- Volunteers
- Community
- Professional Development and Resource Teacher
- Professional Development Opportunities
- Data Collection Tools
- Professional Development and Leadership Specialist
- Parent Organizations
- School Based Leadership
- Curriculum

Plan to Monitor Progress Toward G1. 8

To monitor and support the effectiveness of the data review process implementation, STAR Reading data will be reviewed after each STAR administration.

Person Responsible

Jeff Dobbins

Schedule

Every 2 Months, from 8/10/2016 to 5/26/2017

Evidence of Completion

STAR Screening/STAR Growth reports, STAR Reading On Track spreadsheet, data chat notes.

G2. Fort Myers Beach Elementary will maintain a 0 rate of out of school suspensions. 1a

G082858

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	0.0

Targeted Barriers to Achieving the Goal 3

- Student behavior

Resources Available to Help Reduce or Eliminate the Barriers 2

- Fantastic Five
- Check Ins/Outs
- Parental Support
- Big Brothers/Big Sisters
- School counselor
- School administration
- School resource officer

Plan to Monitor Progress Toward G2. 8

Administration will monitor the number of student behavior incidents.

Person Responsible

Jeff Dobbins

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

CASTLE discipline reports.

Action Plan for Improvement

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. Fort Myers Beach Elementary will utilize assessment results/data to increase individual and class proficiency in ELA. 1

G082857

G1.B1 Lack of proficiency in utilizing a consistent data review process 2

B219605

G1.B1.S1 Fort Myers Beach Elementary will implement a consistent data review process. 4

S231940

Strategy Rationale

This will provide teachers with the knowledge and confidence to use data collection programs and analyze assessment results to maximize student learning.

Action Step 1 5

Professional development will be scheduled for instructional staff on the use of various computer programs focusing on data collection and its impact on student achievement.

Person Responsible

Jeff Dobbins

Schedule

Quarterly, from 8/3/2016 to 5/30/2017

Evidence of Completion

Attendance and in-service records will serve as evidence of completion.

Action Step 2 5

Utilization of the PLC process to analyze student achievement data and plan for instruction.

Person Responsible

Jeff Dobbins

Schedule

Monthly, from 9/21/2016 to 5/26/2017

Evidence of Completion

Administration will attend PLC meetings and PLC Meeting Minutes posted to Sharepoint.

Action Step 3 5

Data conversations with administration and the professional development resource teacher to review student outcomes and strategies to improve student learning.

Person Responsible

Jeff Dobbins

Schedule

Quarterly, from 10/10/2016 to 5/26/2017

Evidence of Completion

Data Conversation notes.

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

The data review process implementation will be monitored for fidelity through monthly PLC meetings.

Person Responsible

Jeff Dobbins

Schedule

Monthly, from 9/21/2016 to 5/30/2017

Evidence of Completion

PLC meeting minutes uploaded to Sharepoint.

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

The data review process implementation will be monitored for fidelity through quarterly data chats.

Person Responsible

Jeff Dobbins

Schedule

Quarterly, from 10/10/2016 to 5/26/2017

Evidence of Completion

Data chat notes.

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

To monitor and support the effectiveness of the data review process implementation, monthly PLC meetings will be held.

Person Responsible

Jeff Dobbins

Schedule

Monthly, from 9/21/2016 to 5/26/2017

Evidence of Completion

Administration will attend PLC meetings and PLC meeting minutes will be posted to Sharepoint.

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

To monitor and support the effectiveness of the data review process implementation, quarterly data chats will be held with administration.

Person Responsible

Jeff Dobbins


Schedule

Quarterly, from 10/10/2016 to 5/26/2017

Evidence of Completion

Data chat notes.

G2. Fort Myers Beach Elementary will maintain a 0 rate of out of school suspensions. 1

 G082858

G2.B1 Student behavior 2

 B219611

G2.B1.S1 Implementation and utilization of the Fantastic Five positive behavior support system school-wide. 4

 S231944

Strategy Rationale

This strategy will emphasize the importance of students making positive choices/decisions. The Fantastic Five positive behavior support system focuses on positive behaviors displayed by students.

Action Step 1 5

Implementation and utilization of the Fantastic Five positive behavior support system school-wide.

Person Responsible

Jeff Dobbins

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Fantastic Five posters displayed in each classroom and classroom walk-through notes.

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

Administration will conduct classroom walk-throughs to monitor the implementation of the Fantastic Five positive behavior support program.

Person Responsible

Jeff Dobbins

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Classroom walk-through notes.

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

Student behavior incidents will be entered in CASTLE.

Person Responsible

Jeff Dobbins

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

CASTLE discipline reports.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 M299993	To monitor and support the effectiveness of the data review process implementation, STAR Reading...	Dobbins, Jeff	8/10/2016	STAR Screening/STAR Growth reports, STAR Reading On Track spreadsheet, data chat notes.	5/26/2017 every-2-months
G2.MA1 M299996	Administration will monitor the number of student behavior incidents.	Dobbins, Jeff	8/10/2016	CASTLE discipline reports.	5/26/2017 weekly
G1.B1.S1.MA1 M299985	To monitor and support the effectiveness of the data review process implementation, monthly PLC...	Dobbins, Jeff	9/21/2016	Administration will attend PLC meetings and PLC meeting minutes will be posted to Sharepoint.	5/26/2017 monthly
G1.B1.S1.MA4 M299986	To monitor and support the effectiveness of the data review process implementation, quarterly data...	Dobbins, Jeff	10/10/2016	Data chat notes.	5/26/2017 quarterly
G1.B1.S1.MA3 M299988	The data review process implementation will be monitored for fidelity...	Dobbins, Jeff	10/10/2016	Data chat notes.	5/26/2017 quarterly
G1.B1.S1.A2 A296615	Utilization of the PLC process to analyze student achievement data and plan for instruction.	Dobbins, Jeff	9/21/2016	Administration will attend PLC meetings and PLC Meeting Minutes posted to Sharepoint.	5/26/2017 monthly
G1.B1.S1.A3 A296616	Data conversations with administration and the professional development resource teacher to review...	Dobbins, Jeff	10/10/2016	Data Conversation notes.	5/26/2017 quarterly
G2.B1.S1.MA1 M299994	Student behavior incidents will be entered in CASTLE.	Dobbins, Jeff	8/10/2016	CASTLE discipline reports.	5/26/2017 weekly
G2.B1.S1.MA1 M299995	Administration will conduct classroom walk-throughs to monitor the implementation of the Fantastic...	Dobbins, Jeff	8/10/2016	Classroom walk-through notes.	5/26/2017 weekly
G2.B1.S1.A1 A296619	Implementation and utilization of the Fantastic Five positive behavior support system school-wide.	Dobbins, Jeff	8/10/2016	Fantastic Five posters displayed in each classroom and classroom walk-through notes.	5/26/2017 daily
G1.B1.S1.MA1 M299987	The data review process implementation will be monitored for fidelity through monthly PLC meetings.	Dobbins, Jeff	9/21/2016	PLC meeting minutes uploaded to Sharepoint.	5/30/2017 monthly
G1.B1.S1.A1 A296614	Professional development will be scheduled for instructional staff on the use of various computer...	Dobbins, Jeff	8/3/2016	Attendance and in-service records will serve as evidence of completion.	5/30/2017 quarterly

V. Professional Development Opportunities

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

G1. Fort Myers Beach Elementary will utilize assessment results/data to increase individual and class proficiency in ELA.

G1.B1 Lack of proficiency in utilizing a consistent data review process

G1.B1.S1 Fort Myers Beach Elementary will implement a consistent data review process.

PD Opportunity 1

Professional development will be scheduled for instructional staff on the use of various computer programs focusing on data collection and its impact on student achievement.

Facilitator

District Specialists, Carie Wood, Jennifer Martin, Amy French, Jeanette Walsh, Lori Zamniak, Jeff Dobbins

Participants

instructional staff

Schedule

Quarterly, from 8/3/2016 to 5/30/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Professional development will be scheduled for instructional staff on the use of various computer programs focusing on data collection and its impact on student achievement.	\$0.00
2	G1.B1.S1.A2	Utilization of the PLC process to analyze student achievement data and plan for instruction.	\$0.00
3	G1.B1.S1.A3	Data conversations with administration and the professional development resource teacher to review student outcomes and strategies to improve student learning.	\$0.00
4	G2.B1.S1.A1	Implementation and utilization of the Fantastic Five positive behavior support system school-wide.	\$0.00
Total:			\$0.00