

Bayshore Elementary School



2016-17 Schoolwide Improvement Plan

Bayshore Elementary School

17050 WILLIAMS RD, North Ft Myers, FL 33917

<http://bay.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	Yes	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

School Grades History

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

The purpose of Bayshore Elementary School is to provide all students an educational foundation that builds skills for independent thinking, instills a love of learning for life, and develops the attitude and character to be respectful and responsible citizens.

b. Provide the school's vision statement.

Please refer to the mission statement section. Our school purpose is listed there.

2. School Environment

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

BEAR Book Program, Kagan and Positive Behavior Support School, Community Circle (getting to know you activities), Survivor Week, Bayshore Boasting Program, Shine Time, and a school wide mentoring program for targeted students.

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

Busy Bees After school program, Perfect Passenger Program for the Bus, Bee Bucks reward system is extended to after school and bus, Peer Mediator Program, Mentoring program, and the Student Ambassador Program for new students. Our school wide expectations are reviewed, enforced, and modeled on a regular on going basis by all staff members. We have a school resource officer that comes and meets the students and talks to them about safety and what is role is in the school and community. We have procedures in place for "going home" time and teachers are expected to be at their doors each morning to greet students.

Bayshore conducts monthly drills to ensure students know what to do in an emergency. We have safety patrols that helps students in the hallways.

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.

Kagan and Positive Behavior Support School, Code of Conduct, Discipline Log, Bee Expectations used school wide, infraction reports used before referrals, and the staff is PBS trained. We created a Bus Driver Infraction card as well to continue the process across all areas. We have created recess expectations that reflect our four school wide expectations. Teachers communicate with parents on a regular basis to work on behaviors.

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.

counselor programs

PBS

Bear books

Bayshore Boasting Program

Community Circle
Check in and check out program
Principal Parties for academics and behavior
Peer Mediation
Mentor program
Student Ambassador Program for new students
Guidance classes for entire classes and small groups

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?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/318437>.

2. Description

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

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.

Yearly welcome letters to business partners /thank you as needed

Volunteer orientations/programs

Sponsorship recognition

SAC Members

Communications sent yearly

Bayshore Elementary will partner with Riverdale High School to support grades 3-5. Football, Basketball, and Baseball players will come over to Bayshore Elementary and work with students who meet the passing requirement on Multiplication facts, Science vocabulary and Language Arts Vocabulary. Grade 3- Multiplication - Buccaneer Bowl (football), Grade 4 - Language Arts Vocabulary-World Series (Baseball), Grade 5 - Science Vocabulary -March Madness (Basketball). The students will use the skills learned in the classroom to participate in 6 stations related to the sport and classroom content.

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
Herrell, Lynn	Principal
Ackerman, Alison	Teacher, K-12
Bosland, Khrystine	Teacher, K-12
Devore, kelli	Teacher, K-12
hearlD, stephanie	Teacher, K-12
Winte, Virginia	Teacher, K-12
Miller, Beth	Teacher, K-12
Lusk, Jamie	Teacher, ESE
Hamstra, Andrew	Assistant Principal

b. Duties

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

Classroom Teacher

- Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
- Deliver instructional interventions with fidelity

Reading or Math Coach/Specialist

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotes of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

- Attend MTSS Team meetings for students receiving supplemental and intensive supports.
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

- Facilitate implementation of the MTSS problem-solving process in your building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor/Curriculum Specialist

- Often MTSS Team facilitators
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

School Psychologist

- Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with MTSS Team on effective instruction & specific interventions
- Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist

- Consult with MTSS Team regarding intensive interventions
- Incorporate MTSS data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD)

- Consult with MTSS Team
- Provide staff trainings

Social Worker

- Attend MTSS Team meetings when requested
- Conduct social-developmental history interviews and share with MTSS Team

ESOL/ELL Representative

- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork

- Conduct language screenings and assessments
- Provide ELL interventions at all tiers

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.

The MTSS Problem-Solving team at Bayshore Elementary meets on a weekly, monthly, 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 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 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 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Lynn Herrell	Principal
Michelle Midgett	Education Support Employee
Barbara Nelson	Teacher
Yohena Zarco	Parent
Whitney Bryant	Parent
Jamie Yancey	Parent
John Moran	Business/Community
Tina White	Business/Community
Andrew Hamstra	Principal
Tara Morgan	Parent
Dorika Laing	Parent
Leslie Morris	Parent
Rebecca Schuck	Student

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

Data was not available to decipher if last year's goals were met at the time of our first meeting. This will be corrected when the data is made available to the school.

b. Development of this school improvement plan

After participating in the completion of the School Improvement Plan, the Student Advisory Council (SAC) chairperson asked for a vote on the 2 goals presented. That vote was unanimous to accept the goals.

The chairperson opened the floor for discussion on changes needed to the SIP plan. After careful deliberation and input from all participants who chose to share ideas, the school improvement plan was developed and approved.

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

Monitor the activities of the school and preview data. When doing so, provide feedback as needed.

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

Bayshore Elementary School does not receive School Improvement Funds.

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
Morrison, Tammy	Teacher, K-12
Devore, kelli	Teacher, K-12
Herrell, Lynn	Principal
Winte, Virginia	Teacher, K-12
Lusk, Jamie	Teacher, ESE
Beverly, Joelle	Teacher, K-12
Bissinger, Andrea	Teacher, K-12
Miller, Beth	Teacher, K-12
Hamstra, Andrew	Assistant Principal

b. Duties

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

1. Help with the implementation of the new reading series and backward design for lesson planning
2. Monitor reading data.
3. PLC teams
4. AR/Reading Awards
5. Survivor Week Planning - The entire school reads the same book and participate in 3 days of activities/lessons based on the book.
6. Literacy Trainings
7. Castle Standards Tracker
8. STAR Trainings

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.

PLC Meetings
Community Circle with faculty and students
Group Norms established
Mutual Accountability
Everyone has a part in different committees which creates buy-in
Act of Kindness Awards
Wear Jeans for free Fridays
Common Planning
Bee Cart for teachers monthly
Social (Sunshine) Committee
Grade Level Meetings with Administration
Kagan Cooperative Learning
Academic Interventions
Staff Luncheons
Teacher Appreciation Week

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

Mrs. Herrell using the school districts guidelines to hire staff. She works closely with the personnel department to review files and check qualifications.

APPLES Program

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

Bayshores' teacher mentoring program is set up using the School Districts APPLES program. As part of this program, a new teacher to Lee County is matched up with a teacher who has taught a minimum of three years and has completed the clinical educator training. During the year, these teachers work closely together and monthly observations are conducted that include a pre-conference, the observation, and a post conference. They have weekly planning meetings to help with questions regarding planning and day to day operations. In addition, the mentors and mentees meet with the schools APPLES administrator to voice concerns or needs on a quarterly basis. The new teachers were paired with experienced teachers who taught on the same grade level. This was done so the mentor could answer any curriculum questions, give behavior management strategies, and provide common planning time that they could use to deal with day to day concerns. Each mentor keeps a monthly log of meetings with detailed notes.

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.

Bayshore Elementary School ensures its core instructional program aligns to Florida's standards, by following district guidelines and ordering processes.

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.

Bayshore Elementary School utilizes the district adopted data management systems, Performance Matters and Castle. This allows the school comprehensive access to all school and district databases, thereby

assisting with the detailed analysis of district, school, classroom, and student level data. These analyses

assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions. We use this data to help organize and facilitate the SHINE TIME groups at each grade level.

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: After School Program

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

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.

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 prior to or 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.

Bayshore has jobs for students around the school that help students learn to be responsible and independent, these are two skills needed for middle school. (Safety Patrols, WBAY news, School Ambassadors, Peer Mediators, and MVP's)

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.** Bayshore Elementary School will increase the percentage of students proficient on the FSA English Language Arts.
- G2.** Bayshore Elementary will be in compliance on its SREF inspection during the 2016-17 school year

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. Bayshore Elementary School will increase the percentage of students proficient on the FSA English Language Arts. 1a

G082956

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
ELA/Reading Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- All teachers using whole brain teaching with the same effectiveness

Resources Available to Help Reduce or Eliminate the Barriers 2

- STAR achievement data
- Professional Learning Communities
- Professional development opportunities

Plan to Monitor Progress Toward G1. 8

STAR data will be collected in order to determine the progress of students in ELA throughout the year.

Person Responsible

kelli Devore

Schedule

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

Evidence of Completion

Data from STAR will be pulled and compared month to month to see progress. A monitoring board will be available to track students sub groups in order to see where we need to drive instruction for students. PLC Data.

G2. Bayshore Elementary will be in compliance on its SREF inspection during the 2016-17 school year 1a

G082957

Targets Supported 1b

Indicator	Annual Target
	100.0

Targeted Barriers to Achieving the Goal 3

- Violations not getting addressed in a timely manner

Resources Available to Help Reduce or Eliminate the Barriers 2

- District personnel who is available to help to make sure repairs are made that are out of our building supervisors control.

Plan to Monitor Progress Toward G2. 8

data from the first compared to the final SREF walkthrough and have 0 violations on the final inspection

Person Responsible

Andrew Hamstra

Schedule

Annually, from 9/16/2016 to 2/3/2017

Evidence of Completion

Write up from first SREF inspection, work orders, notes from assistant principal and building supervisor, and 0 violations on final SREF inspection.

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. Bayshore Elementary School will increase the percentage of students proficient on the FSA English Language Arts. 1

 G082956

G1.B1 All teachers using whole brain teaching with the same effectiveness 2

 B219934

G1.B1.S1 Professional development needs to be available for teachers that is targeted in order to increase student achievement through whole brain teaching. Teachers also will have the opportunity to do learning walks. 4

 S232198

Strategy Rationale

Targeted professional development will allow teachers to pick an area of whole brain teaching that they do not feel comfortable with and learning walks will allow teachers to see whole brain teaching in action for ideas to bring back to their classroom.

Action Step 1 5

professional development for whole brain

Person Responsible

Virginia Winte

Schedule

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

Evidence of Completion

professional development sign in sheets

Action Step 2 5

learning walks throughout the building

Person Responsible

Andrew Hamstra

Schedule

Quarterly, from 9/30/2016 to 5/26/2017

Evidence of Completion

The results of the learning walks will be used in order to analyze teaching strategies in the classroom to their own students.

Action Step 3 5

Professional Learning Communities

Person Responsible

kelli Devore

Schedule

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

Evidence of Completion

Professional Learning Community notes will be collected to see whole brain teaching concepts being talked about and how to use them in instruction. Lesson plans will also be checked.

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

Lesson Plans and PLC minutes will be reviewed along with classroom walkthroughs.

Person Responsible

Lynn Herrell

Schedule

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

Evidence of Completion

Record of comments made to teachers in lesson plans, PLC sign in sheets, and feedback, and feedback from classroom visits.

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

progress monitoring will be done based on the standards to see the growth of students in ELA

Person Responsible

kelli Devore

Schedule

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

Evidence of Completion

Data will be pulled from performance matters and castle in order to track standards. Interventions will also be put in place and data will be kept in sharepoint based on the standard.

G2. Bayshore Elementary will be in compliance on its SREF inspection during the 2016-17 school year **1**

 G082957

G2.B1 Violations not getting addressed in a timely manner **2**

 B219935

G2.B1.S1 Making sure work orders get in on a timely fashion in order to make sure that district personnel has time in order to make the repairs that are necessary. **4**

 S232199

Strategy Rationale

Getting work orders in early will give me and the building supervisor to check the violations a second time to make sure that we are in 100% full compliance of SREF.

Action Step 1 **5**

identifying what needs to be in order to put in work orders and monitor the repairs of the violations

Person Responsible

Andrew Hamstra

Schedule

Annually, from 9/16/2016 to 2/3/2017

Evidence of Completion

completed work orders for repairs that needed to be done

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

Mr. Mathias and Mr. Hamstra will continue to check and monitor all repairs on campus and violations in teachers classrooms.

Person Responsible

Andrew Hamstra

Schedule

Annually, from 9/16/2016 to 2/3/2017

Evidence of Completion

notes from walking the building where violations were reported.

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

Mr. Hamstra will continue to check with Mr. Mathias to make sure all work orders were entered and completed.

Person Responsible

Andrew Hamstra

Schedule

Monthly, from 9/16/2016 to 2/3/2017

Evidence of Completion

completed work order forms for each violation that was considered maintenance.

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					
G2.MA1 M300687	data from the first compared to the final SREF walkthrough and have 0 violations on the final...	Hamstra, Andrew	9/16/2016	Write up from first SREF inspection, work orders, notes from assistant principal and building supervisor, and 0 violations on final SREF inspection.	2/3/2017 annually
G2.B1.S1.MA1 M300685	Mr. Hamstra will continue to check with Mr. Mathias to make sure all work orders were entered and...	Hamstra, Andrew	9/16/2016	completed work order forms for each violation that was considered maintenance.	2/3/2017 monthly
G2.B1.S1.MA1 M300686	Mr. Mathias and Mr. Hamstra will continue to check and monitor all repairs on campus and violations...	Hamstra, Andrew	9/16/2016	notes from walking the building where violations were reported.	2/3/2017 annually
G2.B1.S1.A1 A297063	identifying what needs to be in order to put in work orders and monitor the repairs of the...	Hamstra, Andrew	9/16/2016	completed work orders for repairs that needed to be done	2/3/2017 annually
G1.MA1 M300684	STAR data will be collected in order to determine the progress of students in ELA throughout the...	Devore, kelli	8/10/2016	Data from STAR will be pulled and compared month to month to see progress. A monitoring board will be available to track students sub groups in order to see where we need to drive instruction for students. PLC Data.	5/26/2017 monthly
G1.B1.S1.MA1 M300682	progress monitoring will be done based on the standards to see the growth of students in ELA	Devore, kelli	8/10/2016	Data will be pulled from performance matters and castle in order to track standards. Interventions will also be put in place and data will be kept in sharepoint based on the standard.	5/26/2017 monthly
G1.B1.S1.MA1 M300683	Lesson Plans and PLC minutes will be reviewed along with classroom walkthroughs.	Herrell, Lynn	8/10/2016	Record of comments made to teachers in lesson plans, PLC sign in sheets, and feedback, and feedback from classroom visits.	5/26/2017 weekly
G1.B1.S1.A1 A297060	professional development for whole brain	Winte, Virginia	8/10/2016	professional development sign in sheets	5/26/2017 quarterly
G1.B1.S1.A2 A297061	learning walks throughout the building	Hamstra, Andrew	9/30/2016	The results of the learning walks will be used in order to analyze teaching strategies in the classroom to their own students.	5/26/2017 quarterly
G1.B1.S1.A3 A297062	Professional Learning Communities	Devore, kelli	8/10/2016	Professional Learning Community notes will be collected to see whole brain teaching concepts being talked about and how to use them in instruction. Lesson plans will also be checked.	5/26/2017 weekly

V. Professional Development Opportunities

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

G1. Bayshore Elementary School will increase the percentage of students proficient on the FSA English Language Arts.

G1.B1 All teachers using whole brain teaching with the same effectiveness

G1.B1.S1 Professional development needs to be available for teachers that is targeted in order to increase student achievement through whole brain teaching. Teachers also will have the opportunity to do learning walks.

PD Opportunity 1

professional development for whole brain

Facilitator

Ginny Winte and Kristen Santiago

Participants

All teachers

Schedule

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

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 for whole brain	\$0.00
2	G1.B1.S1.A2	learning walks throughout the building	\$0.00
3	G1.B1.S1.A3	Professional Learning Communities	\$0.00
4	G2.B1.S1.A1	identifying what needs to be in order to put in work orders and monitor the repairs of the violations	\$0.00
Total:			\$0.00