

Bay District Schools

Deer Point Elementary School



2016-17 Schoolwide Improvement Plan

Deer Point Elementary School

4800 HIGHWAY 2321, Panama City, FL 32404

[no web address on file]

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	49%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	17%

School Grades History

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

**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 Bay 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 Deer Point Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	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.

Deer Point Elementary will work collaboratively to ensure the success of all students through engaging and relevant learning activities.

b. Provide the school's vision statement.

Deer Point Anglers are respectful, independent and responsible leaders.

2. School Environment

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

Deer Point teachers use interest inventories completed by students and parents. All students will have the opportunity to hold a leadership job within their classroom that align with their interests and strengths. Teachers greet each student by name and with a handshake before every class period. Student background information sheets are sent home to be completed by families. Student work is shared in the classroom and displayed in the hallway, thus encouraging school-wide relationship building. Teachers also gather information from parent conferences, phone conversations, and information stored in FOCUS. The guidance counselor screens students for ESOL services, provides information to parents and teachers, and facilitates meetings to ensure students feel comfortable within the school environment. Before the first day of school, Deer Point offers an orientation for parents and students to meet the teacher and visit classrooms. Deer Point provides an Open House for families as a way for families to see student's classroom and work. Students have the opportunity to participate in a variety of after-school clubs. Art Night is used to encourage art. A spring festival, book fairs, STEM Night, and various musical performances are used to promote family participation.

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

Supervision is provided in the morning and in the afternoon. C.A.S.T. expectations are developed by the students within each classroom and are revisited as needed. Lynn Haven Police Department and Bay District School Officers spend time on campus, in classrooms, and meeting with students. There is only one point of entry on the campus. Students participate in fire drills, evacuation drills, and lock-down practices. Teachers walk students to afternoon dismissal. Teachers put students on the buses and in vehicles. If a new adult is picking up a student, they must present proper identification. When entering the building, adults must present proper identification, sign-in, and receive a badge. Teachers practice procedures throughout the year. Every classroom has a Safety Plan.

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.

Faculty, staff, and students are taught to exhibit the 7 Habits of Highly Effective People in their personal and academic lives. Students follow C.A.S.T. expectations (Courteous, Achievers, Showing Excellence, Through Leadership). Students develop C.A.S.T. expectations in each classroom.

Teachers use Positive Behavior Support (PBS) to promote positive behaviors school-wide. Leader in Me Training is provided for teachers and support staff. Using student-developed C.A.S.T. expectations, teachers write a Classroom Management Plan. Whenever possible, teachers manage classroom behaviors. Through the implementation of the Leader in Me process, teachers are also working with students to create a Classroom Mission Statement that they refer to throughout the school year. Office discipline referrals are used when behaviors cannot be managed in the classroom and distract student learning. Each classroom has a PBS reward system to promote positive behaviors. Class Dojo is used to communicate with parents regarding student behaviors. Office Discipline Referrals and Parent Alerts are tied to Focus/Parent Portal. ESE and Autism teachers receive CPI training.

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.

Counseling is available to students before, during, and after school. Bullying education is provided in the classrooms. Resources for bullying are on the guidance website. Friend Watch is used by each school within our district to provide an outlet for students who are concerned about bullying. A Guidance Mailbox is used by students to communicate concerns or issues with other students or in their home life. Conflict Resolution strategies are taught in the classroom. A Military Counselor is on site to provide counseling for children of military parents. Guidance Counselors provide parents with community resources outside of the school. Community partners help with food, clothing, and mentoring. We ensure that the social-emotional needs of students are met by implementing positive behavior supports school-wide. In addition, the Leader in Me program provides each student with a framework to identify personal strengths and weaknesses and the skills to set goals and employ strategies to meet those goals.

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.

Deer Point Elementary meets monthly with the MTSS (Multi-Tiered System of Supports) team to discuss students who are currently in the MTSS process and those that are yet to be identified.

See below.

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	19	23	16	11	13	11	0	0	0	0	0	0	0	93
One or more suspensions	4	2	3	0	4	1	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	3	2	6	2	3	0	0	0	0	0	0	0	16
Level 1 on statewide assessment	0	0	0	21	29	19	0	0	0	0	0	0	0	69

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	1	2	6	6	5	0	0	0	0	0	0	0	20

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

School-based MTSS Team

Rebecca Reeder (Principal) and Andrea Banks (Assistant Administrator): Provides guidance to the team; ensures that all teachers make data-based decisions for differentiating instruction and interventions; monitors implementation of effective interventions; and provides staff development on the needs of students. Kelli Creamer/Thomas Winterman (Guidance): Provides staff development on appropriate interventions; assists teachers in formulating intervention strategies; provides teacher/student support for emotional and academic concerns; attends monthly district MTSS meetings and shares information with teachers; and oversees the school's data team. Nancy Tilghman/Allison Stettler (Speech/Language Pathologist): Assists in the selection of screening measures and data collection; assists in monitoring implementation of appropriate and effective interventions. Gina Keen/Susan McQuagge/Amanda Roberts (MTSS-STSS): Provides support to teachers for the MTSS process; performs classroom observations on students in the MTSS process; attends site-based meeting; assists with data input and analysis; and informs teachers and staff of all updates/changes to the MTSS process. Kim Lee (Kindergarten Representative): Provides core curriculum expertise; ensures interventions are being used appropriately; assists in monitoring student data; and makes suggestions for effective interventions based on student need. Crystal Broaddus(1st Grade Representative): Provides core curriculum expertise; ensures interventions are being used appropriately, assists in monitoring student data; and makes suggestions for effective interventions based on student need. Gale Cassady (2nd Grade Representative): Provides core curriculum expertise; ensures interventions are being used appropriately, assists in monitoring student data; and makes suggestions for effective interventions based on student need. Krista Chapman (3rd Grade Representative): Provides core curriculum expertise; ensures interventions are being used appropriately, assists in monitoring student data; and makes suggestions for effective interventions based on student need. Misti Gibbens (4th Grade Representative): Provides core curriculum expertise; ensures interventions are being used appropriately, assists in monitoring student data; and makes suggestions for effective interventions based on student need. Amy Griffith (5th Grade Representative): Provides core curriculum expertise; ensures interventions are being used appropriately; assists in monitoring student data; and makes suggestions for effective interventions based on student need. Amy Roberts/ Jillian Knight (ESE/Autism Representative): Provides core curriculum expertise; ensures interventions are being used appropriately; assists in monitoring student data; and makes suggestions for effective interventions based on student need.

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

Weekly newsletters, Parent Portal school-wide emails, and IRIS alerts, in addition to school and classroom websites, will provide families a variety of means by which they may become informed of school events. Numerous events are planned throughout the year to encourage parents to participate in the life of the school:

- * Musical performances for all grade levels
- * Art nights
- * A fall and a spring Book Fair
- * Thanksgiving and Christmas lunches
- * AFIT (a parent teacher organization)
- * Market Days - giving students the opportunity to make items for sale to families
- * Fun Run (5K, 10K and 1 mile run)
- * STEM Night
- * Chick-Fil-A Spirit Nights, Whataburger, Chill Yogurt Spirit Night throughout the year
- * Spring Festival

The district's Parent Portal provides families with real time information regarding student achievement and attendance. Each family is required to establish an account through which they may view students grades and communicate with teachers.

Conferences are regularly scheduled with families to discuss academic, social, behavioral, and attendance concerns. Parent contact is encouraged through a number of methods including Parent Portal, emails, phone and mail.

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.

Deer Point builds and sustains partnerships with the local community partner to secure and utilize resources to support the school and student achievement.

Deer Point hosts a career fair for all 3rd, 4th and 5th grade students.

Hiland Park Baptist Church-provides food bags for students in need for weekends

Deer Point Lake Assembly of God-provides school supplies for students in need

Creamer's Tree Services- provides bucket truck for science experiment day

GRPB Services- power washed our school

Sam's Club-provides gift certificates for Positive Behavior Support (PBS) events

Chill- Fundraising for PBS events with yogurt cart and supplies certificates for achievement for honor roll

Whataburger- Spirit Nights

Chick-Fil-A- Spirit Nights

Luigi BG's- certificates for student of the month

Sonny's BBQ- Certificates, bags and stickers for "The Big Deal" student of the week

Sweet Frogs- community outreach for fundraising, teacher incentives, coupons for honor roll and field trips

Subway- provides food and supplies for teachers

Tutor Doctor of the Emerald Coast- provides food and beverages for teachers pre planning

Golden Corral- student incentive cards and honor roll certificates

Skate Factory- honor roll certificates and incentives

Shuckums- certificates for honor roll

Skate Factory- certificates for student of month and honor roll

Tilghman Accounting and Tax Services- financial resources

Junior Service League- provides clothing for students in need

Women's Auxiliary- student of the month flags for 3rd graders

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
Reeder, Rebecca	Principal
Lee, Kim	Teacher, K-12
Roberts, Amy	Teacher, K-12
Knight, Jillian	Teacher, K-12
Banks, Andrea	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.

Rebecca Reeder serves as the principal at Deer Point Elementary. She ensures that all teachers have the necessary materials and training in order to teach effective lessons. She monitors lesson plans and meets with the teachers three times a year to monitor the academic progress of all students. Mrs. Reeder is responsible for the teacher and support evaluations per Bay District Schools. She relays important district initiatives to the staff in a timely manner at monthly faculty meetings. Another one of her responsibilities is the hiring and retention of good staff. Mrs. Reeder also meets with the SAC and AFIT committees.

Andrea Banks serves as the Assistant Administrator at Deer Point Elementary School. Andrea works along with Mrs. Reeder to make sure that all of the teachers have the materials necessary to teach effective lessons. Mrs. Banks assists Mrs. Reeder with the teacher and support evaluations. She oversees the morning and afternoon student drop off and pick up areas. She works with scheduling of special events that occur throughout the year. Mrs. Banks also helps the teachers with discipline referrals. She meets with the student and contacts the parents when students have had a discipline referral. She also meets with the SAC and AFIT committee.

Kelli Creamer and Thomas Winterman are the guidance counselors at Deer Point Elementary School. They monitor all of the MTSS students and sit in on the monthly MTSS meeting to track students' performance. They also monitor attendance of students and provide incentives for students to increase attendance goals. Kelli and Thomas also take care of all guidance-related issues.

Included on the team are grade chairs for each grade level (Kim Lee, Amy Roberts, Gale Cassady, Misti Gibbens). These teachers meet with members of their curriculum teams at least once a month to discuss school-wide data and discuss ideas of ways to help improve the students' learning. They also meet with the SAC committee to inform them of any new initiatives.

The School Improvement Team is comprised of four teachers. Amy Griffith, Jennifer Nicewonder, Kristen Cook, and Crystal Broaddus.

This year Deer Point has the privilege of two instructional coaches that are assigned to the school for English Language Arts and Math. Rebecca Fulcher (ELA) and Lauren Brown (Math) are district coaches that alternate weeks at Deer Point to provide assistance through instructional coaching to the teachers in their content areas. They both work closely with teachers analyzing data, planning lessons, researching best practices and locating resources.

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 process: plan, act, do is recursive. Data will be used to drive decisions and determine goals for the SIP. Data used will consist of FCAT/FSA, MAP, DAR, John's, etc.

Title II: Bay District Schools Office of Staff Development provides the school with staff development opportunities, materials, and resources related to increasing student achievement as requested. Bay District Schools Office of Staff Development also provides Staff Training Specialists to deliver staff development for instructional staff and administrators.

Title III: District funds are used to provide supplemental materials and computer software to support English Language Learners (ELL).

Title X: Bay District provides resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Tina Corbin	Parent
Denise Gay	Education Support Employee
Jennifer Kyle	Parent
Julie McConnell	Business/Community
Jane Korkoske	Parent
Mary Weir	Parent
Rebecca Reeder	Principal
Stacy Watson	Teacher
Kristi Yanchis	Parent
Holly Hales	Business/Community
Harvey Weir	Parent
Roxanne Register	Teacher
Josephine Davis	Teacher
Amy Griffith	Teacher

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

SAC meets four times per year to evaluate the school improvement plan and implementation. The stakeholders hear from each achievement team leader regarding the academic portions of the plan

and the PBS team leader to address the behavior plan as well. The climate survey data is reviewed. The stakeholders offer suggestions, give feedback and offer assistance through community partnerships where available. At the final meeting, available student achievement data, the team reviews the plan and progress made towards the goals that were set. If achievement data is not available at that time a meeting is scheduled before the election of new team members to review the progress of the previous year's plan. This aides the team in making decisions for the upcoming year and new goals.

b. Development of this school improvement plan

SAC meets in the spring, as scores are released, and fall, when the SIP is written and after school grades are released, to analyze data including FCAT/FSA scores, MAP assessment data, PLUS2 data and results, climate survey results, attendance and behavior data. SAC oversees the implementation of the SIP during the four scheduled meetings held throughout the year. SAC approved the SIP at its first meeting on October 19, 2016.

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

SAC reviews the proposed budget prior to its approval.

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

School improvement funds were not encumbered. The committee voted to purchase iPads for use by students in classrooms; however, we did not meet the deadline to order and will carry funds over to the 2016-17 school year.

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
Knight, Jillian	Teacher, K-12
Lee, Kim	Teacher, K-12
Banks, Andrea	Assistant Principal
Roberts, Amy	Teacher, ESE
Reeder, Rebecca	Principal

b. Duties

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

The LLT helps to promote literacy at all grade levels by providing teachers with feedback regarding the implementation of the ELA shifts to ensure the success of all students. The school participates in Celebrate Literacy Week and holds 2 yearly book fairs to promote literacy. K-2 students participate in story time each week with the media specialist and 3-5 grades participate in media research. Take

home libraries are sent home with K-2 students on a weekly basis. Our district purchased an online reading library distributor for all students called OVERDRIVE where students can download books to an electronic device.

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.

Deer Point Elementary strives to encourage a positive working relationship between teachers, including collaborative planning and instruction. Professional Learning Communities (PLC's) are used to assist teachers in teaching publicly and collaboratively. The administration created a schedule that allowed for the teachers to have a 30 minute lunch together followed by their Special Area to allow more time for the teachers to collectively plan and discuss grade level concerns. Deer Point is participating in the district PLC initiative and each PLC meets weekly in the Media Center after school to analyze data, plan instruction and create common assessments. The Social Committee at Deer Point strives to plan events to promote positive working relationships through socials, paint parties and outside of school events.

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

The principal and assistant principal will hire only highly qualified personnel whenever possible. Attention will be given to teachers with endorsements such as Gifted, Reading and ESOL, as well as multiple certifications such as K-6, Middle Grades, and ESE. Teachers will be supported through the BDS teacher induction program as well as various district and school sponsored professional development opportunities. New teachers will be provided opportunities to visit classrooms to observe quality instruction. Classroom walk-throughs will be ongoing, providing teachers with quality feedback and opportunities for improvement.

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

We partner new teachers and teachers new to the district with effective teachers to assist them with BDS requirements and Deer Point expectations. We look at the new teacher's needs based on observations, meetings with their grade level chairs and prior experiences if any in other districts to make decisions on the pairings of teachers and mentors. Bay District Schools also provides new teachers with a classroom coach to assist teachers in more specific areas of need. The district mentor makes contact with the administrators or teachers to set up meeting times. The district level mentor teacher can observe, provide feedback, model lessons and provide professional development to new teachers as well. Bay District Schools have provided each school with instructional coaches for all teachers in ELA and Math.

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.

The school ensures its core instructional programs and materials are aligned to Florida's standards through the district adoption of curriculum that was approved by the state of Florida for English Language Arts to meet the Florida Standards. For Math, the previous adoption is still in place and the publisher has modified and provided materials that are Florida Standards aligned. At the district level,

curriculum guides and (YAG)- Year At A Glance documents have been created and provided to teachers for all subject areas aligned to the standards.

As a district initiative, we continue to implement PLC's at all grade levels which allows teachers the time and opportunity to dig into the curriculum, the assessments and resources to ensure that all materials are standards aligned. Teachers at Deer Point are required to provide lesson plans in Planbook for the administration to check and ensure that aligned instructional programs and materials are being used. Classroom Walk-Throughs on a weekly basis are also a method administration uses to ensure curriculum materials that are aligned are being used.

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.

At Deer Point Elementary, we use data to provide and differentiate instruction to meet the diverse needs of student in multiple ways. Instruction is modified and supplemented throughout the course of the day and in different subject areas to assist students who are having difficulty attaining the proficient level on assessments. One way our teachers use the data to drive instruction is in their PLC time each week where they analyze the data on the assessments K through 5. Teachers at each grade level use common assessments, MAP, diagnostic assessments (WSS in K and Number Sense screener) and formative assessments to drive their formation instructional groups.

Teachers are asked to keep a data notebook that is used to record data for each student to be shared with administration 3 times per year, at parent conferences, retention and promotion meetings and MTSS grade level meetings. This notebooks provides documentation on the progression of the standards and mastery for each student at a glance. This student data sheet is then placed in the student record for the teacher for the following year to begin with collecting data. Teacher will document guided reading levels, writing monthly progression, FCAT/FSA and MAP data as well as other pertinent information as a snapshot of the student and their data.

For students who are meeting mastery of the standards based on the data, then teachers provide enrichment to better meet the needs of the students. The guidance counselor will complete guidance screeners- gifted, DAR, academic and achievement screeners, ESOL screeners for students who show a need or have data to document a need.

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: Summer Program

Minutes added to school year: 4,800

The program is designed for struggling second graders and third graders who score a level 1 on the state assessment. Students meet four days a week for four weeks, five hours each day. The instruction is focused on strengthening reading skills.

Strategy Rationale

To decrease the achievement gap that occurs due to summer learning loss.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Reeder, Rebecca, reederl@bay.k12.fl.us

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

The MAP is administered to third graders to determine proficiency of grade level ELA standards. Student portfolios also monitor the mastery of grade level ELA standards. Second grade students are monitored through formative assessments and classroom observations made by the teacher.

Strategy: After School Program

Minutes added to school year: 1,080

Third through fifth grade students are given the opportunity to participate in an after school club consisting of athletic activities, music, art, drama, cooking, or engineering.

Strategy Rationale

To support and encourage students' individual interests above and beyond the regular school day.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Reeder, Rebecca, reederl@bay.k12.fl.us

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

Student climate surveys will be analyzed.

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.

Regular education teachers work in tandem with preschool teachers to ensure a smooth transition into kindergarten. Onsite preschool teachers attend all faculty meetings and participate in school-wide learning opportunities to ensure that they understand the rigor of Florida Standards and expectations of regular education. Kindergarten students are administered the FLKRS (WSS) assessment and Number Sense Screener to evaluate student readiness. Kindergarten teachers relay information gathered from the assessments to preschool teachers for future improvements in curriculum. At the end of each year, Pre-K students rotate through the kindergarten classrooms in order to familiarize themselves with the new surroundings, expectations, and teachers. Fifth grade students are given the opportunity to participate in middle school visits to become familiar with the campus and expectations. Transition meetings are held at the end of each school year to ensure that student needs will be met in their new school setting.

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.

N/A

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

N/A

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

N/A

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.

N/A

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By focusing on academic, cultural, and attendance goals, Deer Point Elementary School will increase individual student achievement.

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. By focusing on academic, cultural, and attendance goals, Deer Point Elementary School will increase individual student achievement. **1a**

G083995

Targets Supported **1b**

Indicator	Annual Target
Math Lowest 25% Gains	34.0
FCAT 2.0 Science Proficiency	65.0
ELA/Reading Lowest 25% Gains	50.0
FSA Mathematics Achievement	65.0
FSA ELA Achievement	65.0
Math Gains	52.0
ELA/Reading Gains	62.0

Targeted Barriers to Achieving the Goal **3**

- Content Knowledge and Mindset

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Common Formative Assessment by Kim Bailey book study
- Instructional Coach
- PLC Days (4 Days)
- Kid by Kid, Skill by Skill by Robert Eaker book study

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

MAP/Common Assessment Data

Person Responsible

Rebecca Reeder

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

MAP and/or common assessment data, Google spreadsheet

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

Attendance Data

Person Responsible

Andrea Banks

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Average daily attendance percentages will be tracked monthly.

Plan to Monitor Progress Toward G1. 8

Leader in Me Assessment System (survey)

Person Responsible

Rebecca Reeder

Schedule

Semiannually, from 11/1/2016 to 5/31/2017

Evidence of Completion

The Measurable Results Assessment System captures typical measures of school performance as well as leadership development, school culture, and academic skills that may be impacted by The Leader in Me process.

Action Plan for Improvement

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

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. By focusing on academic, cultural, and attendance goals, Deer Point Elementary School will increase individual student achievement. **1**

 G083995

G1.B1 Content Knowledge and Mindset **2**

 B223188

G1.B1.S1 Continue implementation of Professional Learning Communities and Common Assessments.

4

 S235478

Strategy Rationale

Implementing Professional Learning Communities and Common Assessments are two researched based activities that raise student achievement (DuFour and 5 Essentials for School Improvement)

Action Step 1 **5**

PLC Pre-K-5, SA, Student Services, ESE

Person Responsible

Rebecca Reeder

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Grade Level PLC Meeting Minutes, Data

Action Step 2 **5**

PLC Days to analyze data, develop curriculum, and create assessments

Person Responsible

Rebecca Reeder

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Signin Sheets, Common Assessment Samples

Action Step 3 5

SBLT Kid by Kid, Skill by Skill Book Study

Person Responsible

Rebecca Reeder

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Sign-in Sheets, PLC Minute Form

Action Step 4 5

Scheduling Common Planning/Common Lunch to include Special Area and ESE teachers

Person Responsible

Rebecca Reeder

Schedule

On 6/2/2017

Evidence of Completion

Master Schedule

Action Step 5 5

PLC's will utilize instructional coaches as part of the PLC implementation process

Person Responsible

Andrea Banks

Schedule

On 6/2/2017

Evidence of Completion

PLC meeting minutes

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

Admin participation in PLC

Person Responsible

Rebecca Reeder

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

PLC Minute Form/Agendas

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

Administrative review of Minutes/Signin Sheets/Common Assessment Process

Person Responsible

Andrea Banks

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Administrative review of PLC Minute Form/Signin Sheets/Common Assessment Data

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

Examine school wide and individual student achievement data monthly

Person Responsible

Rebecca Reeder

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Google Spreadsheet/data chat notes

G1.B1.S2 Implement the Leader in Me school wide 4

S235479

Strategy Rationale

The Leader in Me provides our school with the vision and language to lead the school in a way that addresses all areas of development. As each child discovers and develops his/her unique gifts and talents, they are given opportunities to lead. As leaders, they become active, engaged partners in their own education and their self-confidence, responsibility, and initiative grows. The children quickly understand the benefits of different gifts and talents; they learn to listen to new ideas, work together to achieve results, and motivate one another to be the best.

Action Step 1 5

ACADEMIC: Students will participate in student led conferences

Person Responsible

Rebecca Reeder

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Leadership Notebooks

Action Step 2 5

ACADEMIC: Implement intervention/enrichment block school wide (WIN time)

Person Responsible

Rebecca Reeder

Schedule

Daily, from 9/1/2016 to 6/2/2017

Evidence of Completion

lesson plans, schedules

Action Step 3 5

CULTURAL: Implement student action teams at all grade levels

Person Responsible

Rebecca Reeder

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Sign-in Sheets/Agenda/Blog Entries, etc.

Action Step 4 5

CULTURAL: Implement class meetings (DEAL time)

Person Responsible

Andrea Banks

Schedule

Daily, from 9/1/2016 to 6/2/2017

Evidence of Completion

lesson plans

Action Step 5 5

ATTENDANCE: Track and celebrate attendance achievement

Person Responsible

Andrea Banks

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Action Step 6 5

Train all faculty and staff on implementation of Leader in Me

Person Responsible

Rebecca Reeder

Schedule

Quarterly, from 8/8/2016 to 6/2/2017

Evidence of Completion

sign in sheets, agenda, training materials

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

Classroom walk-throughs (informal/PLUS2)

Person Responsible

Rebecca Reeder

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

feedback and PLUS2 data

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

Establish a Lighthouse Team to monitor the implementation of Leader in Me initiatives

Person Responsible

Rebecca Reeder

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Lighthouse Team meeting minutes

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

Examine school wide and individual student achievement data monthly

Person Responsible

Rebecca Reeder

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Google Spreadsheet, Leadership notebooks

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.MA2 M308698	Attendance Data	Banks, Andrea	9/1/2016	Average daily attendance percentages will be tracked monthly.	5/31/2017 monthly
G1.MA3 M308699	Leader in Me Assessment System (survey)	Reeder, Rebecca	11/1/2016	The Measurable Results Assessment System captures typical measures of school performance as well as leadership development, school culture, and academic skills that may be impacted by The Leader in Me process.	5/31/2017 semiannually
G1.MA1 M308697	MAP/Common Assessment Data	Reeder, Rebecca	9/1/2016	MAP and/or common assessment data, Google spreadsheet	6/2/2017 monthly
G1.B1.S1.MA1 M308691	Examine school wide and individual student achievement data monthly	Reeder, Rebecca	9/1/2016	Google Spreadsheet/data chat notes	6/2/2017 monthly
G1.B1.S1.MA1 M308692	Admin participation in PLC	Reeder, Rebecca	9/1/2016	PLC Minute Form/Agendas	6/2/2017 monthly
G1.B1.S1.MA2 M308693	Administrative review of Minutes/Signin Sheets/Common Assessment Process	Banks, Andrea	9/1/2016	Administrative review of PLC Minute Form/Signin Sheets/Common Assessment Data	6/2/2017 monthly
G1.B1.S1.A1 A303554	PLC Pre-K-5, SA, Student Services, ESE	Reeder, Rebecca	9/1/2016	Grade Level PLC Meeting Minutes, Data	6/2/2017 weekly
G1.B1.S1.A2 A303555	PLC Days to analyze data, develop curriculum, and create assessments	Reeder, Rebecca	9/1/2016	Signin Sheets, Common Assessment Samples	6/2/2017 quarterly
G1.B1.S1.A3 A303556	SBLT Kid by Kid, Skill by Skill Book Study	Reeder, Rebecca	9/1/2016	Sign-in Sheets, PLC Minute Form	6/2/2017 monthly
G1.B1.S1.A4 A303557	Scheduling Common Planning/Common Lunch to include Special Area and ESE teachers	Reeder, Rebecca	9/1/2016	Master Schedule	6/2/2017 one-time
G1.B1.S1.A5 A303558	PLC's will utilize instructional coaches as part of the PLC implementation process	Banks, Andrea	9/1/2016	PLC meeting minutes	6/2/2017 one-time
G1.B1.S2.MA1 M308694	Examine school wide and individual student achievement data monthly	Reeder, Rebecca	9/1/2016	Google Spreadsheet, Leadership notebooks	6/2/2017 monthly
G1.B1.S2.MA1 M308695	Classroom walk-throughs (informal/ PLUS2)	Reeder, Rebecca	9/1/2016	feedback and PLUS2 data	6/2/2017 weekly
G1.B1.S2.MA2 M308696	Establish a Lighthouse Team to monitor the implementation of Leader in Me initiatives	Reeder, Rebecca	9/1/2016	Lighthouse Team meeting minutes	6/2/2017 monthly
G1.B1.S2.A1 A303559	ACADEMIC: Students will participate in student led conferences	Reeder, Rebecca	9/1/2016	Leadership Notebooks	6/2/2017 quarterly
G1.B1.S2.A2 A303560	ACADEMIC: Implement intervention/enrichment block school wide (WIN time)	Reeder, Rebecca	9/1/2016	lesson plans, schedules	6/2/2017 daily
G1.B1.S2.A3 A303561	CULTURAL: Implement student action teams at all grade levels	Reeder, Rebecca	9/1/2016	Sign-in Sheets/Agenda/Blog Entries, etc.	6/2/2017 quarterly
G1.B1.S2.A4 A303562	CULTURAL: Implement class meetings (DEAL time)	Banks, Andrea	9/1/2016	lesson plans	6/2/2017 daily
G1.B1.S2.A5 A303563	ATTENDANCE: Track and celebrate attendance achievement	Banks, Andrea	9/1/2016		6/2/2017 quarterly
G1.B1.S2.A6 A303564	Train all faculty and staff on implementation of Leader in Me	Reeder, Rebecca	8/8/2016	sign in sheets, agenda, training materials	6/2/2017 quarterly

V. Professional Development Opportunities

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

G1. By focusing on academic, cultural, and attendance goals, Deer Point Elementary School will increase individual student achievement.

G1.B1 Content Knowledge and Mindset

G1.B1.S1 Continue implementation of Professional Learning Communities and Common Assessments.

PD Opportunity 1

PLC Pre-K-5, SA, Student Services, ESE

Facilitator

Administration and SBLT

Participants

All Faculty

Schedule

Weekly, from 9/1/2016 to 6/2/2017

G1.B1.S2 Implement the Leader in Me school wide

PD Opportunity 1

Train all faculty and staff on implementation of Leader in Me

Facilitator

Administration and Franklin Covey Associates

Participants

all faculty and staff

Schedule

Quarterly, from 8/8/2016 to 6/2/2017

VI. Technical Assistance Items

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

G1. By focusing on academic, cultural, and attendance goals, Deer Point Elementary School will increase individual student achievement.

G1.B1 Content Knowledge and Mindset

G1.B1.S1 Continue implementation of Professional Learning Communities and Common Assessments.

TA Opportunity 1

PLC Days to analyze data, develop curriculum, and create assessments

Facilitator

Administration and SBLT

Participants

All faculty

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

VII. Budget

1	G1.B1.S1.A1	PLC Pre-K-5, SA, Student Services, ESE	\$0.00
2	G1.B1.S1.A2	PLC Days to analyze data, develop curriculum, and create assessments	\$0.00
3	G1.B1.S1.A3	SBLT Kid by Kid, Skill by Skill Book Study	\$0.00
4	G1.B1.S1.A4	Scheduling Common Planning/Common Lunch to include Special Area and ESE teachers	\$0.00
5	G1.B1.S1.A5	PLC's will utilize instructional coaches as part of the PLC implementation process	\$0.00
6	G1.B1.S2.A1	ACADEMIC: Students will participate in student led conferences	\$0.00
7	G1.B1.S2.A2	ACADEMIC: Implement intervention/enrichment block school wide (WIN time)	\$0.00
8	G1.B1.S2.A3	CULTURAL: Implement student action teams at all grade levels	\$0.00
9	G1.B1.S2.A4	CULTURAL: Implement class meetings (DEAL time)	\$0.00
10	G1.B1.S2.A5	ATTENDANCE: Track and celebrate attendance achievement	\$0.00
11	G1.B1.S2.A6	Train all faculty and staff on implementation of Leader in Me	\$0.00
Total:			\$0.00