Bayview Elementary School

2016-17 Schoolwide Improvement Plan

Bayview Elementary School

3257 LAKE SHORE BLVD, Jacksonville, FL 32210

http://www.duvalschools.org/bayview

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	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

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

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 was approved by the Duval County School Board on 11/1/2016.

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.

Table of Contents

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 Bayview Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	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 mission of Bayview K-6 is to provide a safe, nurturing, and engaging learning environment for all students while inspiring children to achieve both academic and socio-emotional potential as life-long learners in every classroom, every day.

b. Provide the school's vision statement.

Through the integration of Science, Technology, and Leadership Skills into everyday instruction, the vision of Bayview K-6 is to produce college and/or career ready students that will grow into productive citizens in our ever-changing society.

2. School Environment

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

Through strong connections to the community, including parents, churches and businesses, we are able to better serve our students. Through our Parent Involvement Program and Parent-Teacher Association (PTA), the faculty, staff, parents, and community partners, and faith-based partners work together to build relationships in an effort to increase academic and socio-emotional growth.

Parent Events: Parent Events are held each month to inform parents of ways they can support their child(ren) at home with homework, as well as reinforce district initiatives such as Saxon Phonics, iReady, Achieve 3000, Penda Learning, etc.

Duval AWARE Grant: The Duval AWARE Program Specialist works alongside the administrators, school counselor, and teachers to serve as a resource between the school and the home to share resources for Mental Health, etc.

Faith-Based Partnership: In addition to volunteering in classrooms weekly to help promote the love of reading to students by reading aloud some of their favorite picture books to students, Lakeshore United Methodist Church also provides weekly food bags, Christmas gifts, etc. for families in need.

Increased Communication Efforts: The administration and other members of the Leadership Team have implemented a variety of methods to improve communication for faculty and staff members, parents/guardians, business and faith-based partners, and other Bayview K-6 stakeholders.

Through all of these activities we are able to build stronger relationships and deeper understanding of students' cultures.

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

Bayview K-6 is a small school in a mostly single-family-home neighborhood, with families established in the area for generations. Extended Day is offered from 7-8 am and 3-6 pm, so there are always adults on duty before and after school hours. When students arrive for opening of school at 8 am,

they are greeted by teachers and administrators who know them by name. During dismissal, all teachers and administrators are part of an organized transition to safely deliver students to buses, day-care vans, cars or awaiting parents.

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.

Every classroom ultilizes CHAMPS to develop strong rituals and routines for students. CHAMPS is also evident in our school-wide expectations, including Cafeteria Behavior, Restroom Behavior, and Guidelines for Transitioning in the Hallways. CHAMPS for the School Buses will be implemented beginning in October 2016. In addition to CHAMPS, the HERO Program is used school-wide to promote positive behavior. All Faculty/Staff Members reward students with HERO Points, including custodial staff, cafeteria staff, substitutes, and even visitors (i.e. Volunteers, District Support) through the use of paper-based HERO Points.

Points are tracked on a clipboard and rewarded based on the following tracking codes: classroom expectations, common-area expectations, character traits, appropriate dress, parent engagement, and academic growth. Students are given frequent opportunities to "cash in" their points for classroom, grade level, and school-wide incentives. School-Wide incentives are developed based on the School Choice Theme of Science, Technology, and Leadership (i.e. NitroType Relays, science experiments, critical thinking competitions)

Students receive daily socio-emotional lessons through the implementation of the Second Step curriculum in Grades K-6. All teachers have received training on the curriculum and begin each day with a brief lesson to set the tone for the day and remind students of the school-wide expectation for creating a safe and respectful learning environment for all students. In addition to the Second Step curriculum, Learning for Life lessons are integrated into the English Language Arts (ELA) blocks in Grades K-2 and logged by the teacher. This documentation is kept on file by the school counselor.

The school news program, The View, also features segments on topics such as bullying, empathy, perseverance, teamwork, etc.

Whole-Brain Teaching (WBT) is also a Tier 1 Intervention used in all classrooms at Bayview K-6. WBT is a research-based system that uses the child's whole brain in the educational process which alleviates extra time for them to misbehave. WBT uses five Basic Rules 1. Follow directions quickly, 2. Raise your hand for permission to speak, 3. Raise your hand for permission to leave your seat, 4. Make smart choices, and 5. Keep your dear teacher happy. With following these five simple rules and implementing some other basic components but not limited to "class-yes" to get students attention, "teach-okay" as a sign that students will teach each other concepts, and the "scoreboard" as a way to monitor behavior and provide incentives for when the class is behaving appropriately. It is our goal that our discipline issues will decrease greatly. As parts of the WBT system are observed being implemented with fidelity, the Leadership Team will provide professional development on new WBT components.

In the event that a student must be written on a referral because of their consistent refusal to follow the basic five rules, including all other classroom rules and school-wide expectations, administration will review the discipline referrals and take action in accordance with the 2016-2017 Elementary Student Code of Conduct.

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.

*Bayview K-6 has a full-time school counselor who provides classroom instruction to all students on topics such as bullying, communication skills, etc. In addition to whole-group classroom lessons, the school counselor will also meet with students in small-groups and one-on-one as needed to provide counseling, mentoring, and other pupil services.

*Bayview K-6 students can also be referred to the Westside Resource Center for Counseling, and if accepted, receive counseling services at school. A night-time Student Option for Success (SOS) program is available for students with chronic behavioral issues.

*Bayview K-6 is also part of the AWARE Grant. Through the AWARE Grant, the school is provided support from a district specialist who works alongside the principal, assistant principal and the school counselor as a "bridge" to support the socio-emotional and mental health needs of students at Bayview K-6.

*Second Step socio-emotional curriculum is implemented daily in all K-6 classrooms through mini-lessons. This curriculum is also infused into the morning news show, The View.

*The Seven Habits of Happy Kids and monthly character traits are promoted throughout the school year. Students in each classroom are recognized for exhibiting these traits and rewarded/displayed in the hallways.

*Learning for Life is embedded into the K-2nd Grade ELA curriculum. It is the responsibility of the classroom teacher to "log" lessons taught and submit the documentation to the school counselor.

*Bayview K-6 has a full-time site coach to provide services to the Communications Social Skills (CSS) Department.

3. Early Warning Systems

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

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

Faculty and staff are trained annually on Early Warning Systems of possible behavioral concerns, abuse, bullying, and crises/emergency situations. Chronic behavioral issues are referred to the school counselor, who works with Attendance is monitored by the school counselor, who convenes Attendance Intervention Team (AIT) meetings with parents and students to determine the cause of the absences and create an attendance contract.

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	5	3	1	5	1	4	0	0	0	0	0	0	0	19
One or more suspensions	0	0	6	3	1	3	0	0	0	0	0	0	0	13
Course failure in ELA or Math	2	4	5	1	0	0	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	13	17	15	0	0	0	0	0	0	0	45

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.

Academic data is monitored on a continuous basis and addressed in class through differentiated instruction to meet the specific needs of the individual student. Reading interventionists provide daily interventions to students in grades 1-6 based on a triangulation of student data. Students have access to blended learning, at school and at home, with programmed assignments based on diagnostic results.

Parent involvement is encouraged through monthly parent activities designed to assist parents with their children's needs. Incentive programs to promote positive behavior and academic achievement include: most improved student of the month; weekly high scoring student in reading and math blended learning; weekly highest usage of blended learning; weekly class with highest usage; number of lessons passed at 75% or higher in Achieve 3000 and iReady; monthly class awards for 25-book reading campaign.

Students attending Extended Day have time daily to work on blended learning programs in math and reading. Students track their own progress through weekly data chats with teachers, coaches, administrators and tutors.

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

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. § 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/315481.

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.

Over the last several years, Bayview K-6 has managed to sustain great partnerships with the community, including both Business-Based and Faith-Based. These partnerships have provided support through the securing and utilizing of resources to assist with the student incentives for behavior and overall academic achievement.

For the 2016-2017 school year, Bayview K-6 Administrators, along with the school's Parent Involvement Liaison/Volunteer Coordinator have met with all of the current Business and Faith-Based Partners to

reestablish partnerships for the current school year and have also built NEW partnerships both inside and outside of the Bayview Community. We were also able to build new partnerships with other companies and organizations in the community.

Both Business and Faith-Based Partnerships are recognized during Parent Workshops, on the school's marquee, through Parent Messenger call-outs, newsletters, etc.

C. Effective Leadership

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

1. School Leadership Team

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

Name	Title
Miller, Johnnie	Principal
Matthews, Michelle	Assistant Principal
Chatmon, Mark	Instructional Coach
Parenteau, Meagan	Instructional Coach
Thomas, Alicia	Instructional Coach

b. Duties

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

Johnnie Miller, Jr., Principal: Provides common vision, monitors implementation, and provides professional development opportunities, including K-6 Science. Mr. Miller also oversees the implementation of the 2016-2017 school choice theme of Science, Technology and Leadership.

Michelle Matthews, Assistant Principal: Promotes a positive and safe learning environment for all Bayview K-6 stakeholders, supports Reading Coach in providing differentiated professional learning opportunities for faculty/staff; works with teachers to integrate Science into the ELA block; creates and revises schedules as needed for classrooms, resource teachers, etc.; monitors classroom implementation of best practices; PBIS Chairperson

Meagan Parenteau, Reading Coach: Identifies teacher and student needs and works with teachers to provide strategies to assist; models research-based instructional strategies for teachers; facilitates professional development and assists in the monitoring of data. The Reading Coach also serves as the Literacy Committee Chairperson.

Mark Chatmon, Math Coach: Identifies teacher and student needs and works with teachers to provide strategies to assist; models research based instructional strategies for teachers; facilitates professional development and assists in the monitoring of data. The Math Coach also serves as the Math Committee Chairperson.

Alicia Thomas, ESE/CSS Site Coach: Provides direct intervention services to all students within the CSS Department, models research based instructional strategies for teachers of students with autism, and assists in the monitoring of data.

Tangela Shephard, School Counselor: Provides academic, career, college readiness and personal/

social competencies to all PreK-6 students through DCPS School Counseling Program (MRT, AIT, MTSSS, etc.). Ms. Shephard also serves as a "bridge" between the school and the district AWARE Program and coordinates "Student of the Month" incentives.

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 is used throughout the development of the School Improvement Plan. The team reviews multiple current and universal data sources (TNTP, Gallup, school climate survey, FSA, Mid- and End-of Module Assessments, iReady, Achieve 3000) and based on analysis of data, areas in need of improvement are identified. The team develops evidence-based strategies, sets up a monitoring plan, including assessment, monitoring and review timelines. Findings, plans, and monitoring results are shared with School Advisory Council.

*School-Based Title I Funds will pay for one reading interventionist, one Parent/volunteer liaison, two part time tutors (one for Reading and one for Math), and .5 of the school's Media Specialist.

*District-Level Title I Funds will pay for an additional reading interventionist to work with students in grades K-2.

*An additional Reading Interventionist is funded through the district due to Bayview K-6's "Lowest 300" Status.

*All students receive free breakfast and lunch through the CEO Program.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Johnnie Miller	Principal
Christy Davis	Business/Community
Joice Finley	Education Support Employee
Michelle Demery	Teacher
Marolyn Sanford	Parent
Thiara Lopez	Parent
Noah Thomas	Business/Community
Michelle Matthews	Education Support Employee
Norman Sanford	Parent

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

On Thursday, October 20, 2016 the School Advisory Council reviewed and approved the final draft of both the 2016-2017 School Improvement Plan (SIP) and the 2016-2017 Parental Involvement Plan (PIP).

Bayview K-6 Administrators plan to include the School Improvement Plan and Parental Involvement Plan on every SAC Agenda as both documents are considered "living" documents, that must be reviewed often and revised when necessary.

b. Development of this school improvement plan

The school improvement goals, barriers, strategies, and other parts of the problem-solving process were created during the very first SAC Meeting of the 2016-2017 school year (Thursday, September 15, 2016).

The SIP goals, barriers and strategies discussed at the initial SAC Meeting were shared out amongst the faculty and staff during professional development on Wednesday, September 14, 2016. At that time, any additional feedback and/or revisions was taken back to the school's leadership team that worked collaboratively to write the 2016-2017 School Improvement Plan.

After the 2016-2017 School Improvement Plan has been reviewed and approved, each member of the SAC Committee will receive a condensed version the School Improvement Plan to review and revise as necessary during each SAC Meeting.

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

The SAC committee voted to set aside money to purchase student agendas, Tuesday Folders, and mailing address labels for the 2017-2018 school year to increase communication efforts between school and home.

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

$1200.00 was spent on student agendas for the 2016-2017 school year. The SAC Committee approved purchasing of student agendas for the 2017-2018 school year as well. In addition, address labels will be purchased to pre-label agendas for Early Release Days, parent workshops, planning days, holidays, breaks, etc.

$500.00 was spent on Tuesday Folders (Nicky's Folders) for the 2016-2017 school year and will be purchased for the 2017-2018 school year as well.

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
Duck, Sheila	Teacher, K-12
Parenteau, Meagan	Instructional Coach
Matthews, Michelle	Assistant Principal

b. Duties

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

The 2016-2017 School-Wide Literacy Campaign will be launched with a special assembly during Duval Literacy Week. The school's Media Specialist and Reading Coach will be responsible for collaborating together to implement and assist with the monitoring of the school's literacy campaign.

Students will be rewarded throughout the school year for their achievements in Reading when meeting personal goals set by themselves. Once a student has met his/her Reading goal, he/she will meet with their ELA teacher to set another goal to strive for.

In addition to monitoring the number of books read and increasing Lexile scores, Bayview K-6 will also celebrate students' Literary achievements through the following activities, including but not limited to:

Literacy Kick-Off
Weekly, Monthly, and Quarterly Awards for Top Readers
Bi-Weekly Guest Readers (Lakeshore United Methodist Church)
Book of the Month Activities
Integrated Book Activities from Resource Department (i.e. International Dot Day, The Ugly Pumpkin, The Polar Express, etc.)
25-Book Campaign
Book Character Dress-Up Parade
2016 Duval Literacy Week (District-Wide)
2017 Celebrate Literacy Week (State-Wide)
Vocabulary Parade
Saxon/Achieve 3000 Parent Workshops
Daily Writing Lessons in K-6 Classrooms
Reading Goals (Set by Students)
Student Monitoring of Progress in iReady Reading, Achieve 3000, Reading Levels, Lexile Levels, etc.
"End of the Year" Reading Celebration

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.

Teachers have multiple opportunities for planning and collaboration, including common planning periods four days a week--one of which is facilitated by administrators and/or instructional coaches. Grade levels cycle through additional professional development opportunities on Wednesdays (two hours) where teachers meet either as a grade level or meet with Leadership Team members one-on-one based on grade level/teacher/content-area needs.

Monthly faculty meetings include food, fun activities and teachers sharing best practices. These take

place on "long" Early Release Days. Early Release Day Professional Development opportunities are differentiated (when applicable) to meet the needs of individual faculty/staff members.

A faculty retreat was held before pre-planning for the purpose of building a more positive culture. This year we are using the results of the three surveys (FAME, Gallup, TNTP) to identify areas for improvement.

Instructional Implementation Team (IIT) Cycle: All members of the Leadership Team, as well as classroom teachers, resource teachers, and support personnel participate in the IIT Cycles created by the district. These cycles include school-level walk-throughs, virtual professional development and some face-to-face sessions.

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

Reading, Math and ESE coaches provide modeling and feedback; professional development sessions; and assistance in all academic areas.(Coaches)

Professional development is offered weekly during grade-level meetings; bi-weekly during vertical planning meetings and early release PLCs.(Coaches, AP, Principal). Novice teachers will meet with the school's Professional Development Facilitator (PDF) monthly for professional development opportunities and to assist with the progression through the district's novice teacher program.

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

Bayview K-6 school's teacher mentoring program consists of CET trained teachers who have taken workshops through Duval County and or UNF workshops that assist teachers with building capacity within a building. Each new teacher to Bayview K-6 is assigned a peer mentor. Our novice teachers will be mentored by experienced teachers who we have paired up based on commonalities. The novice teacher will have their mentors acclimate them to the State of Florida professional requirements. New teachers meet with their mentors bi-weekly to work on classroom management as well as how to use their data to drive instruction. The Instructional coach, District professional development cadre, administrators and our PDF will also work and support the growth of our new teachers.

Additionally, we will have district reading, science, specialists who will provide support as needed on the implementation of the core curriculum in ELA, Math, and Science.

All of our mentee (novice) teachers and mentors will meet once a month to guide, collaborate, observe and provide feedback to new teachers through the New Teacher program. We are in the process of setting up model classrooms for ELA, Math, and Science for the primary and intermediate grades.

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.

All Bayview K-6 teachers use a district-approved, research based curriculum that serves as a resource for teachers to teach the common core standards. The district provides curriculum guides, teacher guides, and consumable student work books in Reading, Math, and Science which are all

aligned to the Common Core?NGSSS standards. Instructional coaches meet weekly with classroom teachers to ensure the curriculum is being implemented with fidelity in the classroom. Administrators conduct frequent classroom walk-throughs to observe the implementation of core curriculum in all subject areas as well as small-group instruction, and other focuses according to the Four Pillars of Excellent Instruction.

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.

Teachers use baseline data to identify students falling into three tiers (low, medium, high) of achievement levels. Sources of baseline data include previous FSA data (where applicable); DAR; iReady, and Achieve 3000. During the independent work portion of the gradual release lesson model, students are grouped according to need and receive differentiated instruction. Computer programs such as iReady and Achieve 3000 adjust lessons based on student data. Teacher-generated work centers and small groups are differentiated based on achievement levels.

During small-group centers in ELA, Math, and Science, students are grouped based on their individual needs as shown by most recent analyzed data. Student work is chosen based on the data and used to increase student academic achievement.

As more recent data is available, teachers will prioritize benchmarks according to student needs and incorporate remediation and enrichment into the daily schedule. Core and small-group work is adjusted based on the student needs as shown by most recent data analysis.

Reading interventionists provide interventions to "bubble" students and the Reading and Math coaches, along with classroom teachers provide coaches provide Tier III interventions to Bottom Quartile students 3-5 days a week Tutors provide Tier II and Tier III support for students that are in need based on data.

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: 4,200

After-School Tutoring Program

Strategy Rationale

Students in grades 3-6 who are struggling to attain proficiency are invited to participate in an 8-week after school tutoring program, 2 to 3 days per week for 2 hours each day.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Miller, Johnnie , millerjrj@duvalschools.org

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

A baseline and post-assessment will be administered to all students enrolled in the after-school tutoring program to determine effectiveness of the overall program.

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. § 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.

Kindergarten teachers emphasize rituals and routines to help with the adjustment from preschool programs. They use FLKRS and teacher made assessment tools to determine readiness for Kindergarten that allows them to group students heterogeneously for whole group, and for small group, based on ability level. They start with number/letter recognition and rhyming skill activities to assess ability levels. Teachers use centers, such as listening, computer, white board, manipulative table, and reading small groups. Parents are encouraged to be active in their child's educational programs.

Fifth and sixth grade students will participate in age-appropriate, developmentally designed activities that assess student interest, aptitudes, and achievements and they are encouraged to modify their educational plans to reflect academic changes along the way. The students participate in guided tours from peers at our feeder middle school. They are able to hear an overview of the middle school day, by speaking with teachers, counselors, administrators, and middle school students. They are exposed to the expectations and consequences of the typical middle school student. Parents and students are invited to participate in information sessions to help them prepare for the middle school entity.

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. § 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.

Indicated by our FSA proficiency of 31% last year, it was determined that our focus would be Reading for this school year. As a result of that, literacy instruction will be embedded in a cross curricular format. Reading strategies will also be used in Math and Science instruction. Our points of strength is that we are currently in the 2nd year our new curriculum so teachers have a better understanding and we provide professional development on implementing the curriculum with fidelity. Our needs stem from having a large percentage of students reading below proficiency, novice teachers in Reading instruction, and some teacher's lack of knowledge with data analysis.

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"Â? 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.

The root causes for the areas of need identified is student's lack of foundational skills, a very transient population of students, and lack of focus on remediation strategies in the classroom due to time restraints within curriculum.

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.   If we are strategic in student placement, increase parental engagement and involvement, and implement Tier 1 behavioral intervention strategies with fidelity, then there will be an increase in positive student behavior and a decrease in student discipline referrals across grade levels.

G2.   If we provide authentic and strategic professional development for all staff based on the Four Pillars of Excellent Instruction, then academic performance increase across all grade levels in Reading, Writing, Math and Science.

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. If we are strategic in student placement, increase parental engagement and involvement, and implement Tier 1 behavioral intervention strategies with fidelity, then there will be an increase in positive student behavior and a decrease in student discipline referrals across grade levels. `1a`

🔑 G086309

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	140.0

Targeted Barriers to Achieving the Goal `3`

- 25% of classroom teachers, including resource teachers, are first-year teachers and/or new to Duval County.

- Lack of parental support in regards to behavior management

- Effective implementation of Second Step curriculum, Whole-Brain Learning, and CHAMPS protocols require more professional development; however, we have a strong need at our school to provide professional development in the areas of ELA, Math, and Science.

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

- Bayview K-6 PBIS/Foundations Committee

- CHAMPS Professional Development and implementation in classrooms, common areas, and on the school bus

- Whole-Brain Learning professional development and implementation in classrooms

- HERO K12, positive behavior point support system (Web-Based) w/ incentives

- Second Step Socio-Emotional curriculum-daily classroom lessons

- Bayview K-6 common area expectations (SIT, Brave WALK, Restroom, etc.) and guidelines for success

- Bayview K-6 Restorative Justice Committee (6th Grade Students)

Plan to Monitor Progress Toward G1. `8`

Monitoring of Parent Involvement Meeting/Workshops Feedback Data (Surveys, Exit Tickets, Etc.)

Person Responsible
Michelle Matthews

Schedule
Monthly, from 10/31/2016 to 5/31/2017

Evidence of Completion
Data will be collected and analyzed following each Parent Involvement Meeting/Workshop by Administration and Parent Involvement Liaison

G2. If we provide authentic and strategic professional development for all staff based on the Four Pillars of Excellent Instruction, then academic performance increase across all grade levels in Reading, Writing, Math and Science. 1a

🔑 G086310

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	50.0
FCAT 2.0 Science Proficiency	60.0
ELA/Reading Gains District Assessment	60.0

Targeted Barriers to Achieving the Goal 3

- A high percentage of students performing below grade level in Reading, Math and Science.

- Teachers have limited knowledge and experience in using the new curriculum, Duval Reads and Duval Math

Resources Available to Help Reduce or Eliminate the Barriers 2

- District-provided curriculum guides

- Professional Development opportunities

- Instructional coaches

- Scripted lessons in Duval Reads and Duval Math curriculum

Plan to Monitor Progress Toward G2. 8

iReady and Achieve 3000 diagnostics will be administered three times a year; however, data from End-of-Module Assessments, Teacher-Made Assessments, and student work samples will also be analyzed to determine next steps for instruction and to monitor academic growth.

Person Responsible
Johnnie Miller

Schedule
Triannually, from 9/6/2016 to 5/26/2017

Evidence of Completion
Results from the assessments will measure student progress and may possibly identify additional professional development needs of teachers and/or support needed from district specialists.

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. If we are strategic in student placement, increase parental engagement and involvement, and implement Tier 1 behavioral intervention strategies with fidelity, then there will be an increase in positive student behavior and a decrease in student discipline referrals across grade levels. [1]

🔑 G086309

G1.B1 25% of classroom teachers, including resource teachers, are first-year teachers and/or new to Duval County. [2]

🔑 B229333

G1.B1.S1 *All teachers will receive professional development in Tier 1 Interventions including, CHAMPS, Whole-Brain Teaching, HERO K-12, Second Step Socio-Emotional Curriculum [4]

🔑 S241867

Strategy Rationale

Tier 1 Interventions must be in place in all classrooms to ensure a safe and fun learning environment.

Action Step 1 [5]

CHAMPS Initial and/or "Refresher" Professional Development

Person Responsible

Meagan Parenteau

Schedule

Weekly, from 10/4/2016 to 5/26/2017

Evidence of Completion

Sign-in sheet; attendance roster

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

Exit Tickets for CHAMPS Professional Development and Walk-Throughs for Climate and Culture

Person Responsible

Michelle Matthews

Schedule

Weekly, from 10/10/2016 to 5/31/2017

Evidence of Completion

Exit Tickets collected and Walk-Through forms for Climate and Culture

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

Climate and Culture Classroom Walk-Throughs

Person Responsible

Johnnie Miller

Schedule

Biweekly, from 10/10/2016 to 5/31/2017

Evidence of Completion

Walk-Through analysis and next steps

G1.B2 Lack of parental support in regards to behavior management `2`

🔑 B229334

G1.B2.S1 Utilize the part-time Parental Involvement Liaison to build relationships with Bayview K-6 families by providing resources, support with homework, volunteering, etc. `4`

🔑 S241868

Strategy Rationale

In the past, parent engagement and involvement have been low resulting in low academic performance, expectations for behavior, attendance, etc.

Action Step 1 `5`

Parent Involvement Workshops for Saxon, iReady, and Achieve 3000

Person Responsible

Johnnie Miller

Schedule

Semiannually, from 10/3/2016 to 5/31/2017

Evidence of Completion

Invitations with RSVPs sent home in Tuesday Folders and returned to parent involvement liaision

Action Step 2 `5`

Use Business Partners for Incentives for Parent Involvement

Person Responsible

Johnnie Miller

Schedule

Monthly, from 10/3/2016 to 5/31/2017

Evidence of Completion

Business partnerships and incentive logs

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

Parent Involvement Meetings and Workshops

Person Responsible

Johnnie Miller

Schedule

Monthly, from 10/3/2016 to 5/31/2017

Evidence of Completion

Parent Involvement Exit Tickets, Surveys, Feedback Forms, etc.

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

A Partnership accountability log will be used to ensure that business partners are being utilized for parent incentives

Person Responsible

Johnnie Miller

Schedule

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

Evidence of Completion

The accountability logs will be used to ensure that our school's business partners are given opportunity to give towards our parent incentive program each month.

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

Review Parent Feedback Forms, Surveys, Exit Tickets from Meetings and Workshops

Person Responsible

Johnnie Miller

Schedule

Monthly, from 10/3/2016 to 5/31/2017

Evidence of Completion

Administrators will review feedback forms, surveys, exit tickets, etc. to improve/enhance Parent Involvement Meetings and Workshops

G2. If we provide authentic and strategic professional development for all staff based on the Four Pillars of Excellent Instruction, then academic performance increase across all grade levels in Reading, Writing, Math and Science. 1

🔑 G086310

G2.B1 A high percentage of students performing below grade level in Reading, Math and Science. 2

🔑 B229337

G2.B1.S1 Tier 2 and 3 Intervention Support will be provided by one of three Reading Interventionists for students in the bottom quartile. Students will be seen on a weekly basis--days of service for students will vary based on needs. 4

🔑 S241870

Strategy Rationale

Students performing below grade level expectations will receive additional support in Reading Instruction by Reading Interventionists based on student achievement data.

Action Step 1 5

Students will complete at least two assignments on blended learning platforms (iReady/Achieve 3000)each week

Person Responsible

Johnnie Miller

Schedule

Weekly, from 9/26/2016 to 5/26/2017

Evidence of Completion

Monthly usage reports

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

The Leadership Team will monitor weekly usage and performance reports at weekly Leadership Team Meetings.

Person Responsible

Johnnie Miller

Schedule

Weekly, from 9/26/2016 to 5/29/2017

Evidence of Completion

Students (on average) complete two iReady and/or Achieve 3000 Lessons each week.

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

Leadership Team will monitor Blended Learning activities for growth in Reading, Math and Science

Person Responsible

Michelle Matthews

Schedule

Weekly, from 9/26/2016 to 9/26/2016

Evidence of Completion

Weekly iReady Reading/Math and Achieve 3000 Performance and Usage Reports

G2.B1.S2 Differentiated, Small-Group Instruction will be provided daily for all students; Administration and Instructional Coaches will work collaboratively with teachers to plan differentiated tasks for students to complete that are engaging, rigorous and based on individualized student data. `4`

🔧 S241871

Strategy Rationale

Upon review of student achievement data, it is evident that a majority of the students at Bayview K-6 are performing below grade level expectations and need intensive remediation.

Action Step 1 `5`

Focus on data-driven decisions and tasks for small group instruction during common planning.

Person Responsible

Michelle Matthews

Schedule

Biweekly, from 10/17/2016 to 6/2/2017

Evidence of Completion

Differentiated lesson plans and i-ready data in use

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

Collaborative Planning Surveys with Teacher Feedback/Input and Classroom Walk-Throughs

> ### Person Responsible
>
> Michelle Matthews
>
> ### Schedule
>
> Weekly, from 10/24/2016 to 6/2/2017
>
> ### *Evidence of Completion*
>
> Weekly Collaborative Planning Surveys will be created based on the current session's professional development. In addition, the survey will include an area for teachers to have input on future professional development sessions. The weekly Administrator's Classroom Walk-Through Log will be revised to align with CAST, the Four Pillars for Excellent Instruction, School-Wide Expectations for Tier 1 Behavior and Socio-Emotional Growth, etc.

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

Weekly Collaborative Planning Surveys and Classroom Observations/Walk-Throughs

> ### Person Responsible
>
> Michelle Matthews
>
> ### Schedule
>
> Weekly, from 10/24/2016 to 6/2/2017
>
> ### *Evidence of Completion*
>
> Data from weekly Collaborative Planning surveys will be analyzed by the Leadership Team and used to determined next steps for professional development. Observations and feedback from Classroom Walk-Throughs will be discussed between administrators and forwarded to the Region Superintendent for review.

G2.B2 Teachers have limited knowledge and experience in using the new curriculum, Duval Reads and Duval Math 2

🔑 B229338

G2.B2.S1 Teachers will receive professional development through district workshops, grade level meetings, weekly Collaborative Planning sessions, and one-on-one professional learning opportunities alongside the Principal, Assistant Principal, or Instructional Coach to address strategies to implement new curriculum including but not limited to: student engagement strategies, independent work tasks, differentiation during whole-group instruction, etc.. 4

🔑 S241872

Strategy Rationale

Teachers will improve their ability to effectively implement the Duval Reads, Duval Math, and Interactive Science curriculum programs, as well as the district adopted Blended Learning Programs, iReady and Achieve 3000 while maintaining high levels of student engagement, ownership of learning, demonstration of understanding, and academic rigor based on individual students' academic needs.

Action Step 1 5

Administrators and Instructional Coaches will conduct "Needs Assessments" to determine Professional Development needs for each certificated faculty member and will plan, differentiated in-house Professionla Development opportunities accordingly. Reading and Math Coaches will conduct needs assessments to determine the professional development needs, and will plan in-house professional development opportunities, accordingly. All teachers will attend district level workshops when available to develop skills in teaching and evaluating student skills.

Person Responsible

Johnnie Miller

Schedule

Weekly, from 9/8/2015 to 5/26/2017

Evidence of Completion

The Reading Coach will develop a Professional Development Calendar to address the prioritized needs of teachers.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Administration will ensure PD opportunities are provided in accordance with the PD calendar and will monitor teacher attendance.

Person Responsible

Johnnie Miller

Schedule

Weekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Agendas, minutes and sign -in sheets from grade level meetings, WoW professional development sessions, and Early Release professional development sessions

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Administration will get feedback from teachers and instructional coaches to evaluate the effectiveness of the professional development opportunities.

Person Responsible

Johnnie Miller

Schedule

Weekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Teachers will complete exit tickets for all PD opportunities. Administration will conduct classroom visits to look for implementation of strategies and student achievement.

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.B1.S1.MA1 M322794	Leadership Team will monitor Blended Learning activities for growth in Reading, Math and Science	Matthews, Michelle	9/26/2016	Weekly iReady Reading/Math and Achieve 3000 Performance and Usage Reports	9/26/2016 weekly
G2.MA1 M322800	iReady and Achieve 3000 diagnostics will be administered three times a year; however, data from...	Miller, Johnnie	9/6/2016	Results from the assessments will measure student progress and may possibly identify additional professional development needs of teachers and/or support needed from district specialists.	5/26/2017 triannually
G1.B1.S1.A1 A313084	CHAMPS Initial and/or "Refresher" Professional Development	Parenteau, Meagan	10/4/2016	Sign-in sheet; attendance roster	5/26/2017 weekly
G2.B1.S1.A1 A313089	Students will complete at least two assignments on blended learning platforms (iReady/Achieve...	Miller, Johnnie	9/26/2016	Monthly usage reports	5/26/2017 weekly
G2.B2.S1.MA1 M322798	Administration will get feedback from teachers and instructional coaches to evaluate the...	Miller, Johnnie	9/6/2016	Teachers will complete exit tickets for all PD opportunities. Administration will conduct classroom visits to look for implementation of strategies and student achievement.	5/26/2017 weekly
G2.B2.S1.MA1 M322799	Administration will ensure PD opportunities are provided in accordance with the PD calendar and...	Miller, Johnnie	9/6/2016	Agendas, minutes and sign -in sheets from grade level meetings, WoW professional development sessions, and Early Release professional development sessions	5/26/2017 weekly
G2.B2.S1.A1 A313091	Administrators and Instructional Coaches will conduct "Needs Assessments" to determine Professional...	Miller, Johnnie	9/8/2015	The Reading Coach will develop a Professional Development Calendar to address the prioritized needs of teachers.	5/26/2017 weekly
G2.B1.S1.MA1 M322795	The Leadership Team will monitor weekly usage and performance reports at weekly Leadership Team...	Miller, Johnnie	9/26/2016	Students (on average) complete two iReady and/or Achieve 3000 Lessons each week.	5/29/2017 weekly
G1.MA1 M322793	Monitoring of Parent Involvement Meeting/Workshops Feedback Data (Surveys, Exit Tickets, Etc.)	Matthews, Michelle	10/31/2016	Data will be collected and analyzed following each Parent Involvement Meeting/Workshop by Administration and Parent Involvement Liaison	5/31/2017 monthly
G1.B1.S1.MA1 M322786	Climate and Culture Classroom Walk-Throughs	Miller, Johnnie	10/10/2016	Walk-Through analysis and next steps	5/31/2017 biweekly
G1.B1.S1.MA1 M322787	Exit Tickets for CHAMPS Professional Development and Walk-Throughs for Climate and Culture	Matthews, Michelle	10/10/2016	Exit Tickets collected and Walk-Through forms for Climate and Culture	5/31/2017 weekly
G1.B2.S1.MA1 M322788	Review Parent Feedback Forms, Surveys, Exit Tickets from Meetings and Workshops	Miller, Johnnie	10/3/2016	Administrators will review feedback forms, surveys, exit tickets, etc. to improve/enhance Parent Involvement Meetings and Workshops	5/31/2017 monthly
G1.B2.S1.MA1 M322789	Parent Involvement Meetings and Workshops	Miller, Johnnie	10/3/2016	Parent Involvement Exit Tickets, Surveys, Feedback Forms, etc.	5/31/2017 monthly
G1.B2.S1.MA2 M322790	A Partnership accountability log will be used to ensure that business partners are being utilized...	Miller, Johnnie	9/1/2016	The accountability logs will be used to ensure that our school's business partners are given opportunity to give towards our parent incentive program each month.	5/31/2017 monthly
G1.B2.S1.A1 A313085	Parent Involvement Workshops for Saxon, iReady, and Achieve 3000	Miller, Johnnie	10/3/2016	Invitations with RSVPs sent home in Tuesday Folders and returned to parent involvement liaision	5/31/2017 semiannually
G1.B2.S1.A2 A313086	Use Business Partners for Incentives for Parent Involvement	Miller, Johnnie	10/3/2016	Business partnerships and incentive logs	5/31/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1 M322796	Weekly Collaborative Planning Surveys and Classroom Observations/Walk-Throughs	Matthews, Michelle	10/24/2016	Data from weekly Collaborative Planning surveys will be analyzed by the Leadership Team and used to determined next steps for professional development. Observations and feedback from Classroom Walk-Throughs will be discussed between administrators and forwarded to the Region Superintendent for review.	6/2/2017 weekly
G2.B1.S2.MA1 M322797	Collaborative Planning Surveys with Teacher Feedback/Input and Classroom Walk-Throughs	Matthews, Michelle	10/24/2016	Weekly Collaborative Planning Surveys will be created based on the current session's professional development. In addition, the survey will include an area for teachers to have input on future professional development sessions. The weekly Administrator's Classroom Walk-Through Log will be revised to align with CAST, the Four Pillars for Excellent Instruction, School-Wide Expectations for Tier 1 Behavior and Socio-Emotional Growth, etc.	6/2/2017 weekly
G2.B1.S2.A1 A313090	Focus on data-driven decisions and tasks for small group instruction during common planning.	Matthews, Michelle	10/17/2016	Differentiated lesson plans and i-ready data in use	6/2/2017 biweekly

V. Professional Development Opportunities

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

G1. If we are strategic in student placement, increase parental engagement and involvement, and implement Tier 1 behavioral intervention strategies with fidelity, then there will be an increase in positive student behavior and a decrease in student discipline referrals across grade levels.

G1.B1 25% of classroom teachers, including resource teachers, are first-year teachers and/or new to Duval County.

G1.B1.S1 *All teachers will receive professional development in Tier 1 Interventions including, CHAMPS, Whole-Brain Teaching, HERO K-12, Second Step Socio-Emotional Curriculum

PD Opportunity 1

CHAMPS Initial and/or "Refresher" Professional Development

Facilitator

Meagan Parenteau, Reading Coach

Participants

All Certificated Personnel

Schedule

Weekly, from 10/4/2016 to 5/26/2017

G1.B2 Lack of parental support in regards to behavior management

G1.B2.S1 Utilize the part-time Parental Involvement Liaison to build relationships with Bayview K-6 families by providing resources, support with homework, volunteering, etc.

PD Opportunity 1

Parent Involvement Workshops for Saxon, iReady, and Achieve 3000

Facilitator

Mrs. J. Finley, Parent Involvement Liaison, Michelle Matthews, Assistant Principal, & Meagan Parenteau, Reading Coach

Participants

Bayview K-6 Parents/Guardians

Schedule

Semiannually, from 10/3/2016 to 5/31/2017

G2. If we provide authentic and strategic professional development for all staff based on the Four Pillars of Excellent Instruction, then academic performance increase across all grade levels in Reading, Writing, Math and Science.

G2.B1 A high percentage of students performing below grade level in Reading, Math and Science.

G2.B1.S1 Tier 2 and 3 Intervention Support will be provided by one of three Reading Interventionists for students in the bottom quartile. Students will be seen on a weekly basis--days of service for students will vary based on needs.

PD Opportunity 1

Students will complete at least two assignments on blended learning platforms (iReady/Achieve 3000)each week

Facilitator

Reading and Math Coaches

Participants

All Classroom Teachers

Schedule

Weekly, from 9/26/2016 to 5/26/2017

G2.B1.S2 Differentiated, Small-Group Instruction will be provided daily for all students; Administration and Instructional Coaches will work collaboratively with teachers to plan differentiated tasks for students to complete that are engaging, rigorous and based on individualized student data.

PD Opportunity 1

Focus on data-driven decisions and tasks for small group instruction during common planning.

Facilitator

Bayview K-6 Leadership Team Members

Participants

All K-6 classroom teachers and instructional support personnel (V.E. teachers, interventionists)

Schedule

Biweekly, from 10/17/2016 to 6/2/2017

G2.B2 Teachers have limited knowledge and experience in using the new curriculum, Duval Reads and Duval Math

G2.B2.S1 Teachers will receive professional development through district workshops, grade level meetings, weekly Collaborative Planning sessions, and one-on-one professional learning opportunities alongside the Principal, Assistant Principal, or Instructional Coach to address strategies to implement new curriculum including but not limited to: student engagement strategies, independent work tasks, differentiation during whole-group instruction, etc..

PD Opportunity 1

Administrators and Instructional Coaches will conduct "Needs Assessments" to determine Professional Development needs for each certificated faculty member and will plan, differentiated in-house Professionla Development opportunities accordingly. Reading and Math Coaches will conduct needs assessments to determine the professional development needs, and will plan in-house professional development opportunities, accordingly. All teachers will attend district level workshops when available to develop skills in teaching and evaluating student skills.

Facilitator

Bayview K-6 Leadership Team Members

Participants

All K-6 classroom teachers, V.E. teachers, interventionists

Schedule

Weekly, from 9/8/2015 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	CHAMPS Initial and/or "Refresher" Professional Development	$0.00
2	G1.B2.S1.A1	Parent Involvement Workshops for Saxon, iReady, and Achieve 3000	$0.00
3	G1.B2.S1.A2	Use Business Partners for Incentives for Parent Involvement	$0.00
4	G2.B1.S1.A1	Students will complete at least two assignments on blended learning platforms (iReady/ Achieve 3000)each week	$0.00
5	G2.B1.S2.A1	Focus on data-driven decisions and tasks for small group instruction during common planning.	$0.00
6	G2.B2.S1.A1	Administrators and Instructional Coaches will conduct "Needs Assessments" to determine Professional Development needs for each certificated faculty member and will plan, differentiated in-house Professionla Development opportunities accordingly. Reading and Math Coaches will conduct needs assessments to determine the professional development needs, and will plan in-house professional development opportunities, accordingly. All teachers will attend district level workshops when available to develop skills in teaching and evaluating student skills.	$0.00
		Total:	$0.00