Beverly Shores Elementary School

2016-17 Schoolwide Improvement Plan

Beverly Shores Elementary School

1108 GRIFFIN RD, Leesburg, FL 34748

https://bse.lake.k12.fl.us/

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	91%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

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

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 Lake 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.

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 Beverly Shores Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	Targeted Support & Improvement - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission is to provide a safe environment that cultivates and develops student skills leading to mastery of rigorous state standards. "We will Build Student Excellence by Finding the Hidden Gift in Each Child"

b. Provide the school's vision statement.

Beverly Shores Elementary will be a model school where each and every student will be equipped and prepared for the next level of education at the end of each school year.

2. School Environment

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

Teachers and staff build a relationship with students by greeting them each morning on the sidewalk with a smile. Our goal is for our students to always feel welcomed and valued. Each classroom is built to ensure classes are diverse and well-balanced. We offer student clubs that foster relationship building between students and sponsoring staff members that include K-Kids, Robotics, Stem Bowl, Chorus, Photography/Art, and Journalism.

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

All students whom enter the school before 8:20 report to the cafeteria. They are held there until each grade level is dismissed, in an orderly fashion. The teachers provide supervision by being at their doors and greeting students as they arrive to class each morning. During the school day students know they are to stay on the blue line as they pass on the sidewalk. After school, we dismiss car riders, bike riders, and E.L.C. with their respected staff members. Buses and day cares are also dismissed as they arrive. It is our intent to follow all safe school procedures throughout the entire school day.

Beverly Shores reinforces respectful behavior on a daily basis. One example of this is reflected in our culture of common area transitions on the blue lines. Students are taught to yield to students to the right if blue lines intersect at hallways. Additionally, students are rewarded with "PRIDE Bucks" that can be cashed in for rewards through our PBS program. They earn these bucks when observed showing respectful behavior or apologizing for inappropriate behavior without prompting. We have adopted a single school culture of behavioral expectations where respect for self, peers, adults, and our school campus is embedded.

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.

PBS is in place to provide teachers with a system that will help keep students on task in the classroom and outside the classroom. Beverly Shores Elementary promotes positive reinforcement with "Pride Bucks". Teachers also use a color code system that allows parents to see the color in

their student's agenda and know if they had a good day, mediocre day or hard day. All teachers and staff have added Class Dojo, an online program that provides students with immediate feedback and aligns to a school-wide color code system. Students are expected to treat all teachers and staff members with respect at all times. Teachers and staff also know that administrators are available when disciplinary protocols need to be addressed.

Beverly Shores Elementary has developed a discipline ladder to address inappropriate behaviors. In all cases, every effort will be made to contact parents by phone when a student has a discipline issue. With the exception of zero tolerance or other sudden, extreme issues, the administration of B.S.E. will address office referrals on an escalating scale of consequences.

Beverly Shores Elementary has a character development team comprised of (2) Potential Specialists, (2) Guidance Counselors, an Instructional Dean, and a Character Development Teacher.

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.

Beverly Shores Elementary takes a holistic approach in educating the whole child through a student B.A.S.E.D.(Behavioral, Academic, Social, Emotional, Development) approach and has a number of resources to offer our students:
Character Development Teacher (CDT)
Potential Specialist (K-2, 3-5)
School mentoring program (Bows & Bowties, Ladies & Lab Coats)
School Ambassadors program (K-Kids)
Children's Clinical On-Site (CCOS) Counselors
Family School Liaison (FSL)
School psychologist
School social worker
Bereavement counselor
Classroom Guidance
Small Groups (social group) (anger group)
Strong, United, Resilient Families (SURF) LifeStream program

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.

Beverly Shores uses the DecisionEd data base system to monitor Early Warning Systems. Currently we are monitoring the following reporting areas:

1. Year-to-Date Attendance reports focusing on specified "Targeted Groups" (0-80% Attendance Rate)
2. Year-to-Date Infraction Counts by Grade Levels (With identified students)
3. Infraction Analysis Reports by Month (with three year trends)
4. Year-to-Date Suspension Reports (With identified students)

These reports are pulled at each marking period and reviewed with the Leadership team and school social worker and psychologist as well. These reports are also used to complete MTSS analysis reports for determination of Core Tier 1 adjustments or recommendations for Tier 2 Behavior referrals on an individual student basis. This data is also used for the Tier 3 analysis review which are required to prepare for case reviews.

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	30	25	17	12	17	10	0	0	0	0	0	0	0	111
One or more suspensions	27	30	40	39	31	31	0	0	0	0	0	0	0	198
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	36	34	28	0	0	0	0	0	0	0	98
Level 1 on state assessment Math	0	0	0	41	36	50	0	0	0	0	0	0	0	127
Level 1 on state assessment Sci	0	0	0	0	0	28	0	0	0	0	0	0	0	28

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.

Beverly Shores utilizes the following interventions to improve academic performance: After School Tutoring, MTSS referral process, classroom-based interventions in small group in all core academic classes, behavior charts that include academic goals, and attendance charts.

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 available at the school site.

2. Description

1. Increase the number of parents utilizing services of the Family/School Liaison including resource checkout and Family Night events.
2. Increase the amount of parent volunteers we have on campus weekly to support academic, behavioral, and school climate goals of Beverly Shores Elementary.

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

Our PTO/Volunteer program has been a huge asset which has built and sustained partnerships with several local businesses. PTO has already started working on a BMX bike show for our students along

with our Spring Fling. Our Character Development Team provides partnerships that support our school wide positive behavior system. (SWPBS)

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
Gordon, Monica	Principal
Rachel, Ashley	Instructional Coach
Ferguson, Lynda	Instructional Coach
Grable, Vicky	Dean
Pivetz, Adriana	Instructional Coach
Holt, Kathy	Other
Baker, Thurman	School Counselor
Peterkin, Andrie	Instructional Coach
Bentley-Ponder, Samantha	School Counselor
Thompson, Valarie	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.

The roles and responsibilities of the school based leadership team include, but are not limited to facilitating the development of the School Improvement Plan, monitoring, assessing and amending the SIP and building capacity at the school to improve student academic achievement, effective teaching practices, school safety and parent/community relations. Instructional coaches will support teachers with planning for rigorous, standards aligned instruction, modeling of lessons, side-by-side coaching and observations with specific feedback. The Instructional Dean and Guidance Counselors will provide teachers with support in developing behavior plans and dealing with discipline. The Guidance Counselors will also work with the Potential Specialists to ensure students are identified in a timely manner for referral to the MTSS process. The ESE Specialist will facilitate the scheduling of inclusion and resource services for all identified ESE students. In addition, the ESE specialist will keep the SBLT up to date on current trends and research in exceptional student education, any new rules, regulations or policies on the federal, state or local level that affect exceptional students. The Principal and Assistant Principal will be responsible for the monitoring the schools progress toward meeting its goals. The school based leadership team practices shared decision making through weekly leadership meetings.

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.

An emphasis will be placed on the process and fidelity of small group differentiated instruction at Tier 1 to increase student achievement. Tier 1 will be monitored by the classroom teacher during core instruction and data collected from I-Station, i-Ready, Science mini assessments, LBAs, LSAs and Formative assessments.

Teachers will receive support from instructional coaches and the CRT. Monthly data chats will be held to discuss and analyze student data. Teachers will provide artifacts that show alignment with standards based instruction. To improve the fidelity of writing instruction in response to text across all content areas teachers will work with instructional coaches to create exemplars to be used to calibrate the scoring of student writing.

The Title I plan and budget were developed based on the needs outlined in the School Improvement Plan. School personnel who are funded through Title I will focus on meeting these needs (Literacy Coach, Potential Specialists, Family School Liaison and Teacher Assistants). The district and school coordinate Title I services for educational services and staff development. The district-based Migrant Liaison provides services and support as needed to qualifying students and parents. The district receives funds for students in need of neglected and delinquent services. The district receives funds for technology to enhance instructional strategies as well as also funding for professional development. The district curriculum department provides services for educational materials and support for ELL students. The school guidance counselors, social worker and school nurse coordinate resources for students identified as homeless. We will also solicit assistance for the district personnel to help with our homeless students. SAI funds will be issued in addition to Title I funds to provide additional in school academic support for students in the need of assistance. The school will use the district approved "Too Good for Drugs" and "Too Good for Violence" programs. We also integrate the district new "Bully Proof Program" into our school as well as the "Omega Man" program. A Wellness Leader has been designated for the campus. Currently we do not have or provide resources for Head Start or adult education. Technology training will be offered to parents and members of the community. VPK is provided at Beverly Shores Elementary.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Monica Gordon	Principal
Thurman Baker	Education Support Employee
Calvin Brown	Teacher
Crystal Dixon	Teacher
Arnold Eugene Jr	Parent
Samone Price	Parent
Lynda Ferguson	Teacher
Audry Turner	Parent
Steve Yates	Business/Community
Nicole Abbarno	Teacher
Shyam Ragunauth	Teacher
Melissa Murphy	Teacher
Laura Teodoro	Parent
Kathrina Perkins	Parent
Priscilla Scherrah	Business/Community
Matthew Russell	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

Parents were asked to collaborate with the leadership in a review of the 16-17 SIP goals and results. We collected feedback and concerns about the 16-17 school-year. An emphasis will be placed on the overall goal of the committee's findings to ensure activities to support 2016-17 SIP goals that will increase student achievement for all students in a safe learning environment.

b. Development of this school improvement plan

Parents will be asked to collaborate with the leadership team to assist with the final document prior to submission to the state.

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

Periodic reviews of the school budget will be conducted with the SAC and if any budget amendments require SAC input/approval they will be brought to the committee using appropriate procedures.

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

Funding from a variety of sources provided additional personnel, tutoring and technology. However, there were no funds specifically marked as "school improvement funds" for the SAC to use.

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
Rachel, Ashley	Instructional Coach
Ferguson, Lynda	Instructional Coach
Pivetz, Adriana	Instructional Coach

b. Duties

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

The Literacy Leadership team will support teachers with the utilization of Thinking Maps to support higher order thinking. The LLT will look at Reading data by grade level and identify grade level and or school wide trends. The team will also meet to plan school-wide literacy events. Each grade level representative will serve as a liason between the LLT and their team.

D. Public and Collaborative Teaching

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

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

Our strategy to encourage positive working relationship among our teachers includes many components. The foundation is built upon designing the master schedule to provide common planning for grade levels KG - 5th. We also have departmentalized our 3rd, 4th and 5th grade level teams giving those instructors the ability to develop deeper mastery of their chosen content areas. This structure gives us the ability to have grade level and content specific curriculum meetings on a weekly basis facilitated by our instructional coaches. Additionally, we are able to work with instructors that need additional assistance with instructional delivery or classroom environment development. These systems help to develop collaborative teachers that demonstrate a mastery of the content. This includes a plan for gradual release and assessment that is ultimately focused on providing individualized instruction based on student needs.

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

Teacher Quality and Retention (TQR) and New Teacher Coach will continue attending district meetings to provide information and support for newer teachers. The Literacy Coach and the CRT will provide training to new teachers regarding all aspects of curriculum and assessment. Professional Learning Communities and Grade Level Common Planning will be monitored by Administration, CRT, and Instructional Coaches to provide education and support for all teachers. Grade level meetings will provide ongoing training, data analysis and support services for new teachers. We will also work at strengthening our relationships with surrounding colleges and universities to secure interns for their junior and senior internships. The individuals who will be responsible are the Principal, Assistant Principal, CRT and Instructional Coaches.

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

District New Teacher Coaches will support New Teachers with zero years of experience district-wide. School-based New Teacher Coaches will participate in the on-going professional development for coaching and mentoring. The New Teacher Coach with support from the TQR will facilitate a new teacher PLC (New Teacher Academy) to provide support in curriculum, resources, school procedures, campus non-negotiables, development of a deliberate practice plan and other concerns as needed.

All participants in the New Teacher Academy have been paired with a mentor or buddy on a different grade level. The rationale behind this was to provide them with the opportunity be available to visit each other's classrooms for observations and modeling.

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.

Our school establishes continuous opportunities for teachers to utilize the Florida Standards and to collaborate and converse together in regards to reading and writing curriculum so that it aligns to the standards. This develops a more profound level of comprehension. These exchanges and learning opportunities advance dialogue that can eliminate confusion and misconceptions while simultaneously advancing opportunities for success and growth in instructional practice, curriculum, and the standards. The use of common planning, Kagan strategies, and the universal use of Thinking Maps contribute to this endeavor.

All content area instruction, kindergarten through 5th grade, is directly correlated to the current Florida Standards. The adopted curricula supply a portion of the needed research based resources that are necessary for success in combination with links to additional research based resources that are evident on the county blueprints such as CPALMs.

Our school creates ongoing opportunities during common planning for teachers to discuss and unpack the Florida Standards and also to plan and discuss the curriculum that aligns to the standards. This supports a deeper level of understanding. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

School administration will be a part of common planning and curriculum meetings to ensure planning is aligned with the new Florida Standards.

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.

The use of Kagan Cooperative Structures is evident across the campus and ensures that there is continual differentiated instruction. Kagan is researched based and combines not only instructional support but also methods for grouping students in teams while considering their learning styles, current levels, and needs.

All teachers will utilize student data to set flexible groups for differentiated instruction. Students will also have an opportunity to utilize I-Station and i-Ready which provide individualized learning for

students based on their skill deficiencies and strengths.

Fifth grade teachers utilize Science mini-assessments to monitor student progress on current science standards.

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: 1,800

Title I funds will be used to develop and run the after school tutoring program for grades 3-5 at Beverly Shores Elementary

Strategy Rationale

With the amount of under resourced learners at Beverly Shores Elementary, having an after school tutoring program is essential in ensuring student growth and success. Facilitating an after school program offers the additional assistance many families are unable to provide.

Strategy Purpose(s)

  • Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Grable, Vicky , grablev@lak.k12.fl.us

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

Students will be given a pre-assessment and post-assessment to measure student growth. In addition, class assessments and unit assessments will be used to continually progress monitor students in the tutoring program. This data will be used to help differentiate student instruction during the tutoring 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.

Local preschools, Head Start, and day cares are welcome to visit our campus. Many bring their prospective kindergartners for a school and classroom tour in the spring. A Kindergarten Round-up is scheduled every spring to register students and provide vital information for prospective kindergartners and their parents.

Florida's Kindergarten Readiness Screening instrument is administered in the fall to document student readiness. The tests are submitted to the state for results to be reported at a later date.

School volunteers assist kindergarten teachers throughout the school year, especially in the beginning of the year. Volunteers provide extra attention to students who are experiencing transitional difficulties.

The "transition" from preschool to kindergarten begins with diagnostic evaluations including Literacy First. Students are given FLKRS and FAIR to determine readiness for kindergarten skill development. The data is then used to drive the instruction.

Students in grades kindergarten through fourth are transitioned through the use of data cards that contain testing information, attendance data, identify special programs, and have anecdotal notes for the future teacher. We additionally have added an end of year articulation process for our students being progressed monitored through MTSS as well.

Fifth grades are given the opportunities to visit our feeder middle schools in the 2nd semester. The 5th grade teachers identify students for various middle school programs.

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.

Beverly Shores Elementary has a College and Career Readiness Week. It includes a career week where students discuss careers that extend to a writing artifact and is displayed school-wide. We incorporate community partnerships by inviting speakers on a designated day to come and speak about their careers.

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.

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.

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. Beverly Shores Elementary School will understand, plan, and deliver rigorous, standards based instruction by creating, monitoring and supporting consistent and high quality planning and collaboration opportunities for all teachers.

G2. Beverly Shores Elementary will utilize data to inform instruction and consistently monitor academic growth in ELA, Math and Science.

G3. Beverly Shores Elementary will maintain a safe and positive learning environment by utilizing Early Warning Systems data, increasing parental engagement, and strengthening community partnerships.

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. Beverly Shores Elementary School will understand, plan, and deliver rigorous, standards based instruction by creating, monitoring and supporting consistent and high quality planning and collaboration opportunities for all teachers. `1a`

🔑 G086741

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	55.0
FSA Mathematics Achievement	55.0

Targeted Barriers to Achieving the Goal `3`

- Transfer of knowledge of standards into delivery of high quality, rigorous instruction is not consistently occurring.

- Teachers lack a full understanding of the gradual release process.

- Teachers lack a full understanding of problem based learning and what that looks like.

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

- CPALMS

- State approved curriculum - McGraw Hill, Pearson

- Thinking Maps and Thinking Maps Trainers

- Core Connections

- Updated District created Scope & Sequence and Blueprints

- State Test Item Specifications

- Knowledgeable Instructional Coaches

- Curriculum Associates Materials

- Structured Common Planning

- Eric Jensen Training - Teaching & Engaging Students with Poverty in Mind

- Two computer labs for classes to utilize on a weekly basis.

Plan to Monitor Progress Toward G1. `8`

Classrooms will show evidence of rigorous, standards based instruction, increased student engagement, quality student artifacts and student data will reflect an increase in student achievement

Person Responsible

Monica Gordon

Schedule

Monthly, from 9/12/2016 to 5/22/2017

Evidence of Completion

Quality of student work, quality of instruction, data from instruction the instructional programs Istation and I-Ready and FSA achievement scores.

G2. Beverly Shores Elementary will utilize data to inform instruction and consistently monitor academic growth in ELA, Math and Science. 1a

🔍 G086742

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0
FCAT 2.0 Science Proficiency	50.0
FSA Mathematics Achievement	55.0

Targeted Barriers to Achieving the Goal 3

- Some teachers are unfamiliar with how to pull reports and which reports to pull from the different instructional sources to disaggregate their student data.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Leadership Team

- I-Ready

- I-Station

- Eduphoria

Plan to Monitor Progress Toward G2. 8

Monthly/quarterly data from Istation and I-ready will be compared and analyzed to verify that student growth is occurring across all grade levels.

Person Responsible
Monica Gordon

Schedule
Monthly, from 9/12/2016 to 5/22/2017

Evidence of Completion
Instructional program reports, FSA achievement

G3. Beverly Shores Elementary will maintain a safe and positive learning environment by utilizing Early Warning Systems data, increasing parental engagement, and strengthening community partnerships. `1a`

🔍 G086743

Targets Supported `1b`

Indicator	Annual Target
2+ Behavior Referrals	20.0
One or More Suspensions	20.0

Targeted Barriers to Achieving the Goal `3`

- School wide disciplinary operating procedures are not culturally embedded and still needs support with becoming sustainable.

- School wide positive behavior support systems needs to become culturally embedded.

- Parents are unaware of the difference between parental involvement versus parental engagement

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

- Bully Proofing Your School curriculum

- Omega Man assembly

- Instructional Dean

- PBS Program - MTSS Behavior

- Class Dojo

- K-2 and 3-5 Potential Specialists

- Family School Liaison

- Website

- SAC

- PTO

- Leadership Team

Plan to Monitor Progress Toward G3. `8`

Review of EWS and discipline data.

Person Responsible
Monica Gordon

Schedule
Every 6 Weeks, from 8/10/2016 to 5/24/2017

Evidence of Completion
Leadership Meeting agendas, minutes, EWS reports, SIP binder artifacts

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. Beverly Shores Elementary School will understand, plan, and deliver rigorous, standards based instruction by creating, monitoring and supporting consistent and high quality planning and collaboration opportunities for all teachers. 1

🔑 G086741

G1.B1 Transfer of knowledge of standards into delivery of high quality, rigorous instruction is not consistently occurring. 2

🔑 B230591

G1.B1.S1 Teachers will receive support from instructional coaches during common planning in utilizing the updated scope & sequence, blueprints and test item specifications to support the delivery of rigorous standards based lessons. 4

🔑 S243265

Strategy Rationale

If teachers are provided with continued support in utilizing the scope & sequence and blueprint documents then we will be able to build teacher capacity in planning and lesson delivery that demonstrates the full intent of the standard.

Action Step 1 5

Instructional coaches will guide teachers through the planning process utilizing the blueprints and item specifications to determine what lesson delivery should look like.

Person Responsible

Lynda Ferguson

Schedule

Weekly, from 8/15/2016 to 5/22/2017

Evidence of Completion

Common Planning agenda, Common Planning sign-in sheets & recaps, lesson plans

Action Step 2 5

Instructional coaches will instruct/train teachers on Webb's Depth of Knowledge and model the appropriate use of higher order question stems during the gradual release process.

Person Responsible

Lynda Ferguson

Schedule

Weekly, from 8/15/2016 to 5/22/2017

Evidence of Completion

Common Planning Agendas, Teacher/Coach Planning Interactive Notebooks

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

Observe and attend common planning, observe and attend PLC meetings, Review sign-in sheets & Recaps

Person Responsible

Monica Gordon

Schedule

Biweekly, from 8/22/2016 to 5/22/2017

Evidence of Completion

Observation notes, PLC sign-in sheets/agendas, recaps

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

Leadership team will conduct class walkthroughs to look for evidence of delivery of high quality, rigorous lessons that are aligned to the full intent of the standard.

Person Responsible

Monica Gordon

Schedule

Weekly, from 8/15/2016 to 5/22/2017

Evidence of Completion

Classroom walkthrough data

G1.B1.S2 Instructional coaches will utilize the coaching cycle to ensure teachers are delivering high quality, rigorous standards based instruction. `4`

🔑 S243266

Strategy Rationale

If the coaching cycle is utilized, then there should be an increase in consistent high quality, rigorous standards based instruction.

Action Step 1 `5`

Instructional coaches will provide teachers with additional support in the delivery of standards based instruction through the use of the coaching cycle identifying teachers in need of support and creating a schedule for pushing in to the classroom and meeting with these teachers one-on-one.

Person Responsible

Lynda Ferguson

Schedule

Weekly, from 8/29/2016 to 5/22/2017

Evidence of Completion

Pre & post meeting notes, teacher reflection forms, follow-up discussion notes, meeting schedule

Action Step 2 `5`

Instructional coaches will schedule and accompany teachers to observe model classrooms to observe teaching to the full intent of the standards.

Person Responsible

Lynda Ferguson

Schedule

Weekly, from 9/6/2016 to 5/22/2017

Evidence of Completion

"Look fors" checklists, pre/post meeting notes, teacher reflection forms, monthly schedule of observations

Action Step 3 5

Administration will observe identified model teachers to ensure they are truly "model".

Person Responsible

Monica Gordon

Schedule

Monthly, from 10/24/2016 to 5/26/2017

Evidence of Completion

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

Administration will review observation schedule, coaches logs

Person Responsible

Monica Gordon

Schedule

Monthly, from 9/6/2016 to 5/22/2017

Evidence of Completion

"Look for" forms with reflections, coaches logs, instructional modeling schedule, coaching cycle schedule

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

Administration will monitor the effectiveness and consistency of support provided by coaches to teachers.

Person Responsible

Monica Gordon

Schedule

Monthly, from 9/6/2016 to 5/22/2017

Evidence of Completion

Classroom walkthrough data, student data/artifacts

G1.B1.S3 Administration will utilize targeted feedback to support the coaching cycle. `4`

🔑 S243267

Strategy Rationale

If targeted feedback is utilized by administration, then struggling teachers will improve their delivery of high quality, rigorous standards based instruction.

Action Step 1 `5`

Administration will meet with instructional coaches to discuss which teachers require further assistance and then utilize targeted feedback to improve rigorous standards based instruction.

Person Responsible

Monica Gordon

Schedule

Monthly, from 9/6/2016 to 5/22/2017

Evidence of Completion

Pre & post conference forms with targeted feedback, teacher reflections

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Administration will keep a log of all teachers that have received targeted feedback.

Person Responsible

Monica Gordon

Schedule

Monthly, from 10/17/2016 to 5/26/2017

Evidence of Completion

Log of teachers receiving targeted feedback, targeted feedback forms used with teachers

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Classroom walkthrough data and TEAM data will be analyzed to determine if high quality, rigorous standards based instruction is occurring more consistently.

Person Responsible

Monica Gordon

Schedule

Monthly, from 9/6/2016 to 5/22/2017

Evidence of Completion

Classroom walkthrough data, TEAM evaluation, instructional coaches input

G1.B2 Teachers lack a full understanding of the gradual release process. 2

🔑 B230592

G1.B2.S1 Teachers will be given the opportunity to observe the gradual release process in a model classroom. 4

🔑 S243268

Strategy Rationale

If teachers are provided the opportunity to observe model teachers demonstrating the gradual release process then those teachers will be able to confirm or revise their understanding on the gradual release process.

Action Step 1 5

Create a schedule for teachers to observe a gradual release lesson.

Person Responsible

Ashley Rachel

Schedule

Monthly, from 10/17/2016 to 5/26/2017

Evidence of Completion

Gradual release observation schedule

Action Step 2 5

Teachers will be provided an opportunity to watch demonstration lesson showing gradual release with specific "look fors" during the lesson.

Person Responsible

Lynda Ferguson

Schedule

Monthly, from 9/6/2016 to 5/22/2017

Evidence of Completion

Reflection checklist, gradual release look for form, pre/post meeting notes, schedule of observations

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

Administration and instructional coaches will review walk through schedule and "look for" forms during scheduled curriculum meetings.

Person Responsible

Monica Gordon

Schedule

Weekly, from 9/6/2016 to 5/22/2017

Evidence of Completion

Meeting agendas/sign-in sheets/minutes, observation schedule, teacher reflections/look for forms

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

Administration will analyze data from teacher observations with a focus on the 8 key elements in DQ2, DQ3 and DQ4.

Person Responsible

Monica Gordon

Schedule

Monthly, from 9/6/2016 to 5/22/2017

Evidence of Completion

8 key elements on TEAM observation form

G1.B3 Teachers lack a full understanding of problem based learning and what that looks like. 2

🔑 B230593

G1.B3.S1 Teachers will observe problem based learning in a model classroom 4

🔑 S243269

Strategy Rationale

If teachers are provided the opportunity to observe model teachers demonstrating problem based learning with success then they will have a better understanding of what problem based learning looks like.

Action Step 1 5

Create a schedule for teachers to observe a problem based learning lesson.

Person Responsible

Lynda Ferguson

Schedule

Monthly, from 10/17/2016 to 5/26/2017

Evidence of Completion

Problem based learning observation schedule

Action Step 2 5

Teachers will be provided an opportunity to watch demonstration lessons in a model classroom showing successful problem based learning lessons.

Person Responsible

Lynda Ferguson

Schedule

Monthly, from 9/12/2016 to 5/22/2017

Evidence of Completion

Reflection checklist, problem based learning look for form, pre/post meeting notes, schedule of observations

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Instructional coaches and administration will look for evidence of problem based learning during classroom walkthroughs.

> **Person Responsible**
>
> Monica Gordon
>
> **Schedule**
>
> Biweekly, from 9/12/2016 to 5/22/2017
>
> *Evidence of Completion*
>
> Meeting agendas/sign-in sheets/minutes, observation schedule, teacher reflections/look for forms

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Leadership team will look for evidence of increased student engagement and inquiry in math lessons where students are participating in problem base learning.

> **Person Responsible**
>
> Monica Gordon
>
> **Schedule**
>
> Biweekly, from 9/12/2016 to 5/22/2017
>
> *Evidence of Completion*
>
> Classroom walkthrough data/notes

G2. Beverly Shores Elementary will utilize data to inform instruction and consistently monitor academic growth in ELA, Math and Science. 1

🔍 G086742

G2.B1 Some teachers are unfamiliar with how to pull reports and which reports to pull from the different instructional sources to disaggregate their student data. 2

🔍 B230594

G2.B1.S1 Teachers will collaboratively review data during their grade level meetings. 4

🔍 S243270

Strategy Rationale

If teachers are familiar with how or what reports to pull from different instructional sources to disaggregate their student data, then they will understand how to utilize their data to inform instruction and consistently monitor academic growth.

Action Step 1 5

Teachers will receive professional development on how to pull reports from Istation, i-Ready and STAR Reading.

Person Responsible

Lynda Ferguson

Schedule

Monthly, from 9/12/2016 to 5/22/2017

Evidence of Completion

PD Agenda/PowerPoints, PD sign-in sheets, lesson plans and small group documentation

Action Step 2 5

Teachers will receive training during common planning on how to analyze their student data to make instructional decisions.

Person Responsible

Ashley Rachel

Schedule

Monthly, from 9/6/2016 to 5/22/2017

Evidence of Completion

Common Planning agenda, Common Planning sign-in sheets & recaps, Istation, i-Ready, STAR reports

Action Step 3 `5`

The leadership team will model effective use of data during common planning, faculty meetings and PLC's.

Person Responsible

Monica Gordon

Schedule

Evidence of Completion

School-wide data reports, faculty meeting agendas/sign-in sheets, teacher planning documents

Action Step 4 `5`

Create a PD schedule for the different programs that provide student data (Istation, i-Ready, STAR, Eduphoria)

Person Responsible

Lynda Ferguson

Schedule

Every 6 Weeks, from 10/17/2016 to 5/19/2017

Evidence of Completion

Schedule of professional development that will be offered throughout the year

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

Administration will review the PD schedule and associated PowerPoints

Person Responsible

Monica Gordon

Schedule

Monthly, from 8/22/2016 to 5/22/2017

Evidence of Completion

Testing schedules, PD PowerPoints/Agendas/Sign-in Sheets

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

The leadership team will review student data to look for growth.

Person Responsible

Monica Gordon

Schedule

Monthly, from 9/12/2016 to 5/22/2017

Evidence of Completion

Student data sheets, small group/centers lesson plans, standards checklists

G3. Beverly Shores Elementary will maintain a safe and positive learning environment by utilizing Early Warning Systems data, increasing parental engagement, and strengthening community partnerships. 1

🔍 G086743

G3.B1 School wide disciplinary operating procedures are not culturally embedded and still needs support with becoming sustainable. 2

🔍 B230595

G3.B1.S1 Teachers will be provided with support in understanding and implementing the new disciplinary matrix. 4

🔍 S243271

Strategy Rationale

If teacher understanding of how to follow the disciplinary matrix is increased, then administrators can ensure equitable application of consequences to disciplinary infractions.

Action Step 1 5

Provide Discipline Matrix Training

Person Responsible

Thurman Baker

Schedule

Semiannually, from 8/8/2016 to 5/24/2017

Evidence of Completion

Sign-in Sheets, Teacher Handbook, Presentations

Action Step 2 5

Administration will review and share the behavior tracking system and EWS data on a monthly basis.

Person Responsible

Thurman Baker

Schedule

Monthly, from 8/10/2016 to 5/24/2017

Evidence of Completion

EWS reports SIP Binder

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

EWS trend data and training feedback (when applicable) will be reviewed at weekly leadership meetings

Person Responsible

Valarie Thompson

Schedule

Quarterly, from 8/26/2016 to 5/24/2017

Evidence of Completion

Leadership Meeting agenda and minutes

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

Compare EWS reports monthly for trend analysis

Person Responsible

Monica Gordon

Schedule

Monthly, from 8/10/2016 to 5/24/2017

Evidence of Completion

EWS Data, monthly reports, Leadership meeting minutes, SIP binder artifacts

G3.B2 School wide positive behavior support systems needs to become culturally embedded. `2`

🔑 B230596

G3.B2.S1 School wide positive behavior support system will be implemented with fidelity. `4`

🔑 S243272

Strategy Rationale

If an effective positive behavior support system is implemented with fidelity, then we will expect to see a decrease in disciplinary referral and an increase in positive learning environment.

Action Step 1 `5`

Providing tangible resources (class and lunch behavior tracking charts, PRIDE bucks, etc) to faculty and staff to support the positive behavior system school wide.

Person Responsible

Valarie Thompson

Schedule

Daily, from 8/10/2016 to 5/24/2017

Evidence of Completion

PBS/Dojo Participant lists

Action Step 2 `5`

Student incentives will be provided bi-weekly to promote positive behavior and a safe learning environment.

Person Responsible

Valarie Thompson

Schedule

Biweekly, from 8/10/2016 to 5/24/2017

Evidence of Completion

PBS/Dojo Participant lists

Action Step 3 `5`

Create a schedule and provide modeling and/or professional development opportunities to support teachers as needed.

Person Responsible

Valarie Thompson

Schedule

Monthly, from 8/10/2016 to 5/24/2017

Evidence of Completion

PD Agenda/Sign-Ins, Coaching Log

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Review the professional development PowerPoint, sign-in sheets and schedule.

Person Responsible

Monica Gordon

Schedule

Weekly, from 8/17/2016 to 5/24/2017

Evidence of Completion

School-wide Dojo Level Ladders, PD sign-in, PBS Committee minutes, calendar of rewards/incentives

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Review EWS data monthly with specific feedback to teachers

Person Responsible

Samantha Bentley-Ponder

Schedule

Monthly, from 8/10/2016 to 5/24/2017

Evidence of Completion

PBS rewards participant list, Classroom behavior charts, EWS data,

G3.B3 Parents are unaware of the difference between parental involvement versus parental engagement
2

🔍 B230597

G3.B3.S1 Beverly Shores Elementary will provide school-wide parental engagement opportunities throughout the 2016-2017 school year. 4

🔍 S243273

Strategy Rationale

If parents are offered opportunities to increase their engagement then they would begin to see the difference between involvement and engagement.

Action Step 1 5

BSE will form a Parent Academy to increase parental engagement and provide resources for parent/families.

Person Responsible

Samantha Bentley-Ponder

Schedule

Monthly, from 9/30/2015 to 5/24/2017

Evidence of Completion

Parent Academy agendas and minutes, created resources, sign-in sheets

Action Step 2 5

Parents will be supplied with different types of school literature: Supply/Dress Code lists, At-A-Glance, Parent/Student Handbook, Newsletters

Person Responsible

Samantha Bentley-Ponder

Schedule

Weekly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Artifacts in Goal 3, Barrier 3 of SIP Binder

Plan to Monitor Fidelity of Implementation of G3.B3.S1 `6`

Administration will meet with the Family School Liaison monthly to discuss the progress of the parent academy.

Person Responsible

Monica Gordon

Schedule

Biweekly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Meeting notes, parent academy sign-in sheets, PowerPoints

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

We will monitor attendance of parent visits, community partnerships and website traffic.

Person Responsible

Monica Gordon

Schedule

Biweekly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Sign-in sheets, climate surveys, website traffic reports, parent climate survey results

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.A3 🔑 A314733	The leadership team will model effective use of data during common planning, faculty meetings and...	Gordon, Monica	No Start Date	School-wide data reports, faculty meeting agendas/sign-in sheets, teacher planning documents	No End Date one-time
G2.B1.S1.A4 🔑 A314734	Create a PD schedule for the different programs that provide student data (Istation, i-Ready, STAR,...	Ferguson, Lynda	10/17/2016	Schedule of professional development that will be offered throughout the year	5/19/2017 every-6-weeks
G1.MA1 🔑 M325882	Classrooms will show evidence of rigorous, standards based instruction, increased student...	Gordon, Monica	9/12/2016	Quality of student work, quality of instruction, data from instruction the instructional programs Istation and I-Ready and FSA achievement scores.	5/22/2017 monthly
G2.MA1 🔑 M325885	Monthly/quarterly data from Istation and I-ready will be compared and analyzed to verify that...	Gordon, Monica	9/12/2016	Instructional program reports, FSA achievement	5/22/2017 monthly
G1.B1.S1.MA1 🔑 M325872	Leadership team will conduct class walkthroughs to look for evidence of delivery of high quality,...	Gordon, Monica	8/15/2016	Classroom walkthrough data	5/22/2017 weekly
G1.B1.S1.MA1 🔑 M325873	Observe and attend common planning, observe and attend PLC meetings, Review sign-in sheets & Recaps	Gordon, Monica	8/22/2016	Observation notes, PLC sign-in sheets/ agendas, recaps	5/22/2017 biweekly
G1.B1.S1.A1 🔑 A314721	Instructional coaches will guide teachers through the planning process utilizing the blueprints and...	Ferguson, Lynda	8/15/2016	Common Planning agenda, Common Planning sign-in sheets & recaps, lesson plans	5/22/2017 weekly
G1.B1.S1.A2 🔑 A314722	Instructional coaches will instruct/train teachers on Webb's Depth of Knowledge and model the...	Ferguson, Lynda	8/15/2016	Common Planning Agendas, Teacher/ Coach Planning Interactive Notebooks	5/22/2017 weekly
G1.B2.S1.MA1 🔑 M325878	Administration will analyze data from teacher observations with a focus on the 8 key elements in...	Gordon, Monica	9/6/2016	8 key elements on TEAM observation form	5/22/2017 monthly
G1.B2.S1.MA1 🔑 M325879	Administration and instructional coaches will review walk through schedule and "look for" forms...	Gordon, Monica	9/6/2016	Meeting agendas/sign-in sheets/ minutes, observation schedule, teacher reflections/look for forms	5/22/2017 weekly
G1.B2.S1.A2 🔑 A314728	Teachers will be provided an opportunity to watch demonstration lesson showing gradual release with...	Ferguson, Lynda	9/6/2016	Reflection checklist, gradual release look for form, pre/post meeting notes, schedule of observations	5/22/2017 monthly
G1.B3.S1.MA1 🔑 M325880	Leadership team will look for evidence of increased student engagement and inquiry in math lessons...	Gordon, Monica	9/12/2016	Classroom walkthrough data/notes	5/22/2017 biweekly
G1.B3.S1.MA1 🔑 M325881	Instructional coaches and administration will look for evidence of problem based learning during...	Gordon, Monica	9/12/2016	Meeting agendas/sign-in sheets/ minutes, observation schedule, teacher reflections/look for forms	5/22/2017 biweekly
G1.B3.S1.A2 🔑 A314730	Teachers will be provided an opportunity to watch demonstration lessons in a model classroom...	Ferguson, Lynda	9/12/2016	Reflection checklist, problem based learning look for form, pre/post meeting notes, schedule of observations	5/22/2017 monthly
G2.B1.S1.MA1 🔑 M325883	The leadership team will review student data to look for growth.	Gordon, Monica	9/12/2016	Student data sheets, small group/ centers lesson plans, standards checklists	5/22/2017 monthly
G2.B1.S1.MA1 🔑 M325884	Administration will review the PD schedule and associated PowerPoints	Gordon, Monica	8/22/2016	Testing schedules, PD PowerPoints/ Agendas/Sign-in Sheets	5/22/2017 monthly
G2.B1.S1.A1 🔑 A314731	Teachers will receive professional development on how to pull reports from Istation, i-Ready and...	Ferguson, Lynda	9/12/2016	PD Agenda/PowerPoints, PD sign-in sheets, lesson plans and small group documentation	5/22/2017 monthly
G2.B1.S1.A2 🔑 A314732	Teachers will receive training during common planning on how to analyze their student data to make...	Rachel, Ashley	9/6/2016	Common Planning agenda, Common Planning sign-in sheets & recaps, Istation, i-Ready, STAR reports	5/22/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA1 M325874	Administration will monitor the effectiveness and consistency of support provided by coaches to...	Gordon, Monica	9/6/2016	Classroom walkthrough data, student data/artifacts	5/22/2017 monthly
G1.B1.S2.MA1 M325875	Administration will review observation schedule, coaches logs	Gordon, Monica	9/6/2016	"Look for" forms with reflections, coaches logs, instructional modeling schedule, coaching cycle schedule	5/22/2017 monthly
G1.B1.S2.A1 A314723	Instructional coaches will provide teachers with additional support in the delivery of standards...	Ferguson, Lynda	8/29/2016	Pre & post meeting notes, teacher reflection forms, follow-up discussion notes, meeting schedule	5/22/2017 weekly
G1.B1.S2.A2 A314724	Instructional coaches will schedule and accompany teachers to observe model classrooms to observe...	Ferguson, Lynda	9/6/2016	"Look fors" checklists, pre/post meeting notes, teacher reflection forms, monthly schedule of observations	5/22/2017 weekly
G1.B1.S3.MA1 M325876	Classroom walkthrough data and TEAM data will be analyzed to determine if high quality, rigorous...	Gordon, Monica	9/6/2016	Classroom walkthrough data, TEAM evaluation, instructional coaches input	5/22/2017 monthly
G1.B1.S3.A1 A314726	Administration will meet with instructional coaches to discuss which teachers require further...	Gordon, Monica	9/6/2016	Pre & post conference forms with targeted feedback, teacher reflections	5/22/2017 monthly
G3.MA1 M325892	Review of EWS and discipline data.	Gordon, Monica	8/10/2016	Leadership Meeting agendas, minutes, EWS reports, SIP binder artifacts	5/24/2017 every-6-weeks
G3.B1.S1.MA1 M325886	Compare EWS reports monthly for trend analysis	Gordon, Monica	8/10/2016	EWS Data, monthly reports, Leadership meeting minutes, SIP binder artifacts	5/24/2017 monthly
G3.B1.S1.MA1 M325887	EWS trend data and training feedback (when applicable) will be reviewed at weekly leadership...	Thompson, Valarie	8/26/2016	Leadership Meeting agenda and minutes	5/24/2017 quarterly
G3.B1.S1.A1 A314735	Provide Discipline Matrix Training	Baker, Thurman	8/8/2016	Sign-in Sheets, Teacher Handbook, Presentations	5/24/2017 semiannually
G3.B1.S1.A2 A314736	Administration will review and share the behavior tracking system and EWS data on a monthly basis.	Baker, Thurman	8/10/2016	EWS reports SIP Binder	5/24/2017 monthly
G3.B2.S1.MA1 M325888	Review EWS data monthly with specific feedback to teachers	Bentley-Ponder, Samantha	8/10/2016	PBS rewards participant list, Classroom behavior charts, EWS data,	5/24/2017 monthly
G3.B2.S1.MA1 M325889	Review the professional development PowerPoint, sign-in sheets and schedule.	Gordon, Monica	8/17/2016	School-wide Dojo Level Ladders, PD sign-in, PBS Committee minutes, calendar of rewards/incentives	5/24/2017 weekly
G3.B2.S1.A1 A314737	Providing tangible resources (class and lunch behavior tracking charts, PRIDE bucks, etc) to...	Thompson, Valarie	8/10/2016	PBS/Dojo Participant lists	5/24/2017 daily
G3.B2.S1.A2 A314738	Student incentives will be provided bi-weekly to promote positive behavior and a safe learning...	Thompson, Valarie	8/10/2016	PBS/Dojo Participant lists	5/24/2017 biweekly
G3.B2.S1.A3 A314739	Create a schedule and provide modeling and/or professional development opportunities to support...	Thompson, Valarie	8/10/2016	PD Agenda/Sign-Ins, Coaching Log	5/24/2017 monthly
G3.B3.S1.MA1 M325890	We will monitor attendance of parent visits, community partnerships and website traffic.	Gordon, Monica	8/10/2016	Sign-in sheets, climate surveys, website traffic reports, parent climate survey results	5/24/2017 biweekly
G3.B3.S1.MA1 M325891	Administration will meet with the Family School Liaison monthly to discuss the progress of the...	Gordon, Monica	8/10/2016	Meeting notes, parent academy sign-in sheets, PowerPoints	5/24/2017 biweekly
G3.B3.S1.A1 A314740	BSE will form a Parent Academy to increase parental engagement and provide resources for...	Bentley-Ponder, Samantha	9/30/2015	Parent Academy agendas and minutes, created resources, sign-in sheets	5/24/2017 monthly
G3.B3.S1.A2 A314741	Parents will be supplied with different types of school literature: Supply/Dress Code lists,...	Bentley-Ponder, Samantha	8/10/2016	Artifacts in Goal 3, Barrier 3 of SIP Binder	5/24/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1 A314727	Create a schedule for teachers to observe a gradual release lesson.	Rachel, Ashley	10/17/2016	Gradual release observation schedule	5/26/2017 monthly
G1.B3.S1.A1 A314729	Create a schedule for teachers to observe a problem based learning lesson.	Ferguson, Lynda	10/17/2016	Problem based learning observation schedule	5/26/2017 monthly
G1.B1.S2.A3 A314725	Administration will observe identified model teachers to ensure they are truly "model".	Gordon, Monica	10/24/2016		5/26/2017 monthly
G1.B1.S3.MA1 M325877	Administration will keep a log of all teachers that have received targeted feedback.	Gordon, Monica	10/17/2016	Log of teachers receiving targeted feedback, targeted feedback forms used with teachers	5/26/2017 monthly

V. Professional Development Opportunities

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

G3. Beverly Shores Elementary will maintain a safe and positive learning environment by utilizing Early Warning Systems data, increasing parental engagement, and strengthening community partnerships.

G3.B1 School wide disciplinary operating procedures are not culturally embedded and still needs support with becoming sustainable.

G3.B1.S1 Teachers will be provided with support in understanding and implementing the new disciplinary matrix.

PD Opportunity 1

Administration will review and share the behavior tracking system and EWS data on a monthly basis.

Facilitator

Admin

Participants

Faculty

Schedule

Monthly, from 8/10/2016 to 5/24/2017

G3.B2 School wide positive behavior support systems needs to become culturally embedded.

G3.B2.S1 School wide positive behavior support system will be implemented with fidelity.

PD Opportunity 1

Providing tangible resources (class and lunch behavior tracking charts, PRIDE bucks, etc) to faculty and staff to support the positive behavior system school wide.

Facilitator

Thompson, Fessenden, Mitchell

Participants

Faculty

Schedule

Daily, from 8/10/2016 to 5/24/2017

PD Opportunity 2

Create a schedule and provide modeling and/or professional development opportunities to support teachers as needed.

Facilitator

Thompson, Baker, Holt, Ponder

Participants

Faculty

Schedule

Monthly, from 8/10/2016 to 5/24/2017

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	Instructional coaches will guide teachers through the planning process utilizing the blueprints and item specifications to determine what lesson delivery should look like.	$0.00
2	G1.B1.S1.A2	Instructional coaches will instruct/train teachers on Webb's Depth of Knowledge and model the appropriate use of higher order question stems during the gradual release process.	$0.00
3	G1.B1.S2.A1	Instructional coaches will provide teachers with additional support in the delivery of standards based instruction through the use of the coaching cycle identifying teachers in need of support and creating a schedule for pushing in to the classroom and meeting with these teachers one-on-one.	$7,650.00

Function	Object	Budget Focus	Funding Source	FTE	2016-17
		0031 - Beverly Shores Elementary School	Title I, Part A		$7,650.00
			Notes: Notes		

4	G1.B1.S2.A2	Instructional coaches will schedule and accompany teachers to observe model classrooms to observe teaching to the full intent of the standards.	$0.00
5	G1.B1.S2.A3	Administration will observe identified model teachers to ensure they are truly "model".	$0.00
6	G1.B1.S3.A1	Administration will meet with instructional coaches to discuss which teachers require further assistance and then utilize targeted feedback to improve rigorous standards based instruction.	$0.00
7	G1.B2.S1.A1	Create a schedule for teachers to observe a gradual release lesson.	$0.00
8	G1.B2.S1.A2	Teachers will be provided an opportunity to watch demonstration lesson showing gradual release with specific "look fors" during the lesson.	$0.00
9	G1.B3.S1.A1	Create a schedule for teachers to observe a problem based learning lesson.	$0.00
10	G1.B3.S1.A2	Teachers will be provided an opportunity to watch demonstration lessons in a model classroom showing successful problem based learning lessons.	$0.00
11	G2.B1.S1.A1	Teachers will receive professional development on how to pull reports from Istation, i-Ready and STAR Reading.	$0.00
12	G2.B1.S1.A2	Teachers will receive training during common planning on how to analyze their student data to make instructional decisions.	$0.00
13	G2.B1.S1.A3	The leadership team will model effective use of data during common planning, faculty meetings and PLC's.	$0.00
14	G2.B1.S1.A4	Create a PD schedule for the different programs that provide student data (Istation, i-Ready, STAR, Eduphoria)	$0.00
15	G3.B1.S1.A1	Provide Discipline Matrix Training	$0.00

16	G3.B1.S1.A2	Administration will review and share the behavior tracking system and EWS data on a monthly basis.	$0.00
17	G3.B2.S1.A1	Providing tangible resources (class and lunch behavior tracking charts, PRIDE bucks, etc) to faculty and staff to support the positive behavior system school wide.	$0.00
18	G3.B2.S1.A2	Student incentives will be provided bi-weekly to promote positive behavior and a safe learning environment.	$0.00
19	G3.B2.S1.A3	Create a schedule and provide modeling and/or professional development opportunities to support teachers as needed.	$0.00
20	G3.B3.S1.A1	BSE will form a Parent Academy to increase parental engagement and provide resources for parent/families.	$0.00
21	G3.B3.S1.A2	Parents will be supplied with different types of school literature: Supply/Dress Code lists, At-A-Glance, Parent/Student Handbook, Newsletters	$0.00
		Total:	$7,650.00