

Orange County Public Schools

Bay Meadows Elementary



2017-18 Schoolwide Improvement Plan

Bay Meadows Elementary

9150 S APOPKA VINELAND RD, Orlando, FL 32836

<https://baymeadowses.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	44%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Bay Meadows Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

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

At Bay Meadows Elementary, we use a variety of strategies to build deeper relationships between staff and students that result in a stronger understanding of our students' cultures and beliefs. We implement a friends and family bulletin board in classrooms to learn about and celebrate the diversity in our school and classrooms. In addition, Bay Meadows Elementary School Advisory Council represents the ethnicity of the school's population. By ensuring we have parents, community members, and staff that represent the diverse backgrounds of the school, we are able to learn about other cultures and develop activities.

Our School Advisory Council meets a minimum of eight times a year. Our Multilingual Parent Leadership Council meets four times per year to provide resources for our second language learners. This also includes resources for multilingual services as well as other community services. Teachers meet with parents during conference nights to gain insight into students' backgrounds and further develop relationships between home and school. Bay Meadows Elementary also employs the following to keep parents involved in the school events and activities: Koalaty News (school newsletters), classroom newsletters, e-mail communication, school messenger, Parent Teacher Association website e-mail blasts, marquee notification, Facebook, Remind Me App, and student planners. By providing these varied forms of communication, we are involving parents, teachers, and students to strengthen relationships.

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

Bay Meadows Elementary School employs various strategies, programs and processes to create an environment where all stakeholders feel safe and respected before, during, and after school. The following programs, strategies, and processes are employed: Bay Meadows School Safe Plan, Code of Student Conduct, Bay Meadows Elementary Student Handbook, Peaceful Bus Program, CHAMPS, Bay Meadows Elementary Guidelines for Success, Bay Meadows School-Wide Rules and Procedures for Common Areas, Character Education, and Bay Meadows Elementary Behavior Leadership Team.

Bay Meadows Elementary School Safe Plan is used to ensure that all staff members know the procedures in the event of a variety of emergencies that may occur on campus. The Code of Student Conduct is reviewed in individual classrooms and on the morning news. Parents and students sign an agreement form agreeing to follow the Code of Student Conduct. The student handbook is available to new students and reviewed by teachers to further develop understanding of school rules and procedures, which assist in creating a safe environment.

The Peaceful Bus Program is utilized to ensure that students know and follow district and school expectations while on the school bus. CHAMPS by Safe and Civil Schools is a school-wide discipline plan that gives teachers strategies to create a classroom community that fosters student awareness of behavior and provides techniques for teachers and students to use to help everyone feel safe.

The Behavior Leadership Team monitors the implementation of the various strategies, programs and processes that are used to create a safe environment and ensure that all students clearly understand the behavior expectations, before, during, and after school. The members of The Behavior Leadership Team worked together to analyze areas for improvement and to work individually with students as needed.

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.

The Bay Meadows Elementary Behavior Leadership Team ensures that the school guidelines for student behavior and the school-wide rules and procedures are followed. One strategy used to minimize distractions and keep students engaged during instructional time. Students have an area to go to in a classroom for a brain break when feeling stress. This area provides students with space and time to reflect while still being a part of the classroom.

Classroom teachers use many strategies from CHAMPS to create routines and procedures in the classroom to provide positive behavior supports as well as consequences that align with the school expectations. Classroom teachers communicate with parents and members of the Behavior Leadership Team to address behavior concerns, develop behavior plans or contracts as applicable to assist students in becoming successful. All Bay Meadows Elementary staff members are responsible for teaching and monitoring school rules and procedures. New staff members are provided with training on CHAMPS techniques. The staff newsletter provides continued reminders of various discipline techniques. The Behavior Leadership Team (BLT) monitors teacher use of behavior management strategies to ensure that behavior reinforcements and consequences are fairly and consistently enforced throughout the school. Videos of student expectations in various areas of the school will be taped and shown on the announcements to teach routines, procedures and expectations to the students.

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.

The BLT, which includes the Multi-Tiered System of Supports (MTSS) Coach, works closely with all classroom teachers and staff members to ensure that the social-emotional needs of all students are met. The BLT works closely with teachers and staff to guide them and offer support and solutions for individual students as needed.

The Peer Mediation program assists in creating an environment where students work with their peers to provide support to ensure that students' social-emotional needs are met. The BLT works with students to guide and mentor students to meet their needs, including developing individual student behavior plans as needed. In addition, the school employs the services of a part-time school psychologist and school social worker when needed to provide support for students and families.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The school social worker monitors student tardiness and attendance on an ongoing basis and provides the staffing specialist, registrar, and administration with a list of students who have excessive tardies and/or absences on a weekly basis. The social worker follows up her notification with a meeting to discuss these students focusing on what needs to be done to correct the issue and examining if they have other early warning indicators that need to be addressed as well. Teachers closely monitor attendance and report to the Child Study Team when absences become a concern. The school follows district policies regarding attendance and truancy. The Bay Meadows Behavior Team members were previously trained in CHAMPS and implement positive behavior strategies to reduce suspensions including monitoring at-risk students and proactively working with students before there are behavior issues. Interventions are put into place for students with more than one suspension in order to increase the chance of the student staying in school.

The administrative team reviews all student report cards for each marking period checking for accuracy and to identify students who require additional support. Daily intervention time is scheduled in all classrooms and the intervention groups remain fluid based on common formative assessment results analyzed by grade-level teams during Professional Learning Communities (PLCs). Teachers closely monitor student performance and behaviors, reporting to the MTSS team when students have one or more early warning indicators.

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	10	6	4	13	3	7	0	0	0	0	0	0	0	43
One or more suspensions	0	0	0	0	4	4	0	0	0	0	0	0	0	8
Course failure in ELA or Math	12	5	4	7	9	10	0	0	0	0	0	0	0	47
Level 1 on statewide assessment	0	0	0	18	20	17	0	0	0	0	0	0	0	55

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	6	1	1	7	11	9	0	0	0	0	0	0	0	35

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

Monthly MTSS meetings are held to discuss the progress of students in the MTSS process and review interventions while evaluating effectiveness to determine if adjustments need to be made to the interventions. Whenever a student is placed on Tier 3 of the MTSS process, a meeting is held with the parents, teacher, staffing specialist, administration, and any other applicable staff members required based on the student's needs in order to ensure the parents are utilized as part of the MTSS process to help their child be successful. A meeting is also held with regarding Tier 2 students and parents are notified in writing of the intervention their child is receiving. Teachers participate in PLC/ Common Planning meetings, three times per week, to discuss the needs of all students including students in the lowest 30% in reading and math, at-risk (below grade level) students, strategic (on grade level) students, and enrichment (above grade level students). Also, at the PLC meetings, grade

level teams review the instructional focus calendars and student achievement data including results from common formative assessments to plan out their instruction. Strategic professional development is planned out and delivered to teachers in small group settings during each nine-week period, which focuses on increasing rigor in the classrooms and raising student achievement with at-risk students.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Bay Meadows Elementary utilizes various means to build positive relationships with families to increase involvement. The School Advisory Council (SAC) and Parent Teacher Association (PTA) work together to provide additional opportunities for parents to participate in academic and family events. The PTA plans family fun nights, Donuts with Dad, Fitness Events, Muffins with Mom, and Family Night. The SAC works to develop sessions for Curriculum Night. The SAC also collaborates with the teachers and staff to analyze and develop goals and activities that work toward school improvement. After the SAC collaborates with teachers and staff, the group participates in a SAC retreat to further develop the ideas for the School Improvement Plan (SIP). In addition, the school enlists the assistance of grade-level representatives to join Literacy, Math, Science, and Technology committees to generate and develop sessions for Curriculum Night and plan Family Science Night. The school utilizes the school website, the PTA website, School Messenger, the school marquee, as well as the school newsletter to inform and celebrate family events and involvement. Parents are informed of student progress in the following ways: Teacher communication through conferences, Progress Book, student planners, and e-mail. The district's mission and vision are shared with families at the New Parent Orientation held twice per school year. Additionally, all stakeholders have a constant reminder of the school's vision upon approach to the main office where it is painted in large letters for all to see. This newsletter is e-mailed to parents each week along with the school newsletter. Students have Friday Folders in which all communication from the school goes home.

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.

Bay Meadows Elementary establishes partnerships with community members and businesses to assist in supporting student achievement utilizing the Orange County Public Schools Partners in Education program. Business partners provide student incentives for both behavioral and academic achievement. In addition, businesses, community members and volunteers donate their time to provide presenters for Teach-In and Family Science Night to deepen student understanding of concepts. The school also conducts a needs assessment to determine what types of resources and support would benefit student achievement as well to match partner resources to various events.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Bixler, Krista	Principal
Gael, Amy	Instructional Coach
Baucom, Treshonda	Other
Anderson, Amber	Other

b. Duties

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

The school leadership team collaborates on the development and implementation of the SIP. The members monitor the activities listed in the plan and analyze data throughout scheduled data meetings with transfer of action plans. Krista Bixler, Principal, and Amber Anderson, Staffing Specialist and MTSS Coach, serve on the School Advisory Council (SAC) and coordinate the shared decision making, collaboration, and training of the parents, community, and staff SAC members each year to assist in the development of the Bay Meadows Elementary SIP.

Additionally, the principal, Krista Bixler, serves as an instructional leader as she conducts classroom observations, monitors lesson plans, provides targeted feedback to teachers and analyzes data to determine staff development needs to plan quality staff development based on school and grade-level trends.

The Staffing Specialist, Amber Anderson, works with teachers and parents to address instructional needs of students and monitors the progress monitoring of students identified as needing immediate intensive intervention or needing enrichment, or exceptional education services.

Resource Teacher, Treshonda Mills serves as the ESOL Compliance contact. She also provides guidance to teachers and staff regarding student behavior and implementation of the character education and Peer Mediation programs.

The Curriculum resource teacher (CRT), Amy Gael, works as an instructional coach to model various teaching strategies and provide coaching feedback to teachers through classroom observations, the facilitation of PLCs and collaboration sessions. Amy Gael also works together with the Principal to plan and present quality professional development based on analysis of school and grade-level needs.

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.

Based on the Best Practices in Inclusive Education (BPIE) process conducted during the 2015-2016 school year, the team determined there was a needed focus on BPIE indicators using student data to inform instructional practices and for more professional development to support teachers in meeting the needs of all learners. This is being accomplished through weekly PLC/Data meetings.

The school-based MTSS Leadership Team meets weekly to analyze school and grade-level trends and review individual student performance data. Team members review student performance to identify academic and behavioral concerns that may need interventions. Teachers on grade levels assist MTSS team members with the progress monitoring process, particularly graphing data set points and making instructional adjustments accordingly based on student needs and progress. The School Psychologist meets with the MTSS team to discuss/review Tier II/Tier III.

Funding is secured through the school's general fund to provide after-school tutoring in the second semester of the school year and to provide intervention materials for differentiated instruction throughout the entire school year.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Krista Bixler	Principal
Lisa Eugene	Teacher
Amber Anderson	Teacher
Vivian Prior	Education Support Employee
Jayshree Radhakrishnan	Parent
Onaiza Chippa	Teacher
Gigi Burgos	Parent
Sooyoung Woo	Parent
Alba Gheorge	Business/Community
Jessie Fiffick	Teacher
Colleen Miller	Parent
Chenoa Reed	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC members meet for one full day at a retreat to discuss the various activities that were a part of the SIP. Prior to the meeting, the SAC members gather information from teachers and staff to gain insight and staff perspective of the success or improvements needed. At the retreat, SAC members analyze various activities, subgroups of students, and SIP goals to determine their success. The SAC members make suggestions to improve, maintain, eliminate, or add activities to the SIP.

b. Development of this school improvement plan

The SAC members worked in collaboration with the school staff to review the strategies and progress of previous years' school improvement efforts. The SAC members along with the staff reviewed school data and brainstormed possible strategies to implement in the 2017-2018 school year. The SAC members also conduct a school needs assessment yearly and present, analyze and make suggestions for school improvement based on the survey results.

Once the SIP is completed and approved, the SAC will present the school improvement plan at a scheduled SAC meeting to all parents and community members attending. This event will be advertised on the school marquee and all parents will be notified through the school newsletter and social media outlets. In addition to that, the teachers and staff will review the SIP at a scheduled staff meeting. The SIP is posted on our school website for the duration of the school year.

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

The annual budget was shared with the School Advisory Council by the principal to discuss this year's funding.

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

The state does not provide funding via SAC, however when funds are required the school general fund will be utilized. The SAC surveys are online and require no funding. The SAC Curriculum Night activity (that parents will develop) will require a budget of \$100 at the maximum.

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
Bixler, Krista	Principal
McBride, Sarah	Teacher, K-12
O'Dell, Tracy	Teacher, K-12
Compton, Michelle	Teacher, K-12
Frisby, Pamela	Teacher, K-12
Licari, Tracie	Teacher, K-12
Klunk, Sarah	Teacher, K-12

b. Duties

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

The Literacy Leadership Team (LLT) works to ensure literacy (reading and writing) is integrated into all core content areas, increase writing across the curriculum areas. In addition, the LLT works to differentiate instruction to provide enrichment, maintenance and remediation for all students and to create a positive reading climate. In order to accomplish these tasks the LLT plans and implement activities that support the above.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Bay Meadows Elementary employs several strategies to encourage positive working relationships between teachers. Each grade level of teachers has dedicated time for planning daily. The teachers have three professional learning community meetings each week for common planning to collaboratively plan lessons, collaborate grading practices, and initiate data-based decision making. During these meetings, student assessment data is reviewed and interventions are created to target the remediation of skills for students in the lowest 25% in reading and in math or for those students struggling in a specific skill area.

Every PLC develops norms for working together and defines roles. The development of PLC norms assists teachers to develop positive working relationships. Each teacher in the PLC works to focus and collaborate regarding what students need to know and be able to do as well as determine how to measure student learning of standards. In addition, the PLC plans what to do for students who need enrichment on skills and what to do with students who need remediation of skills.

Teachers collaborate to develop common assessments that are aligned to the depth of knowledge of the Florida Standards. Teachers also have the opportunity to participate in instructional rounds to observe instructional strategies and collaborate following peer observation. Instructional rounds occur a few times a year based on each teacher's Deliberate Practice and targeted support needs.

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

Bay Meadows Elementary utilizes strategies to recruit and develop highly qualified, effective teachers. Both teachers new to the profession and experienced teachers who are new to the school are assigned a mentor for support and guidance. The new teachers to Bay Meadows Elementary are provided a special welcome orientation to assist them in transitioning to the school routines, procedure and culture. New staff members receive additional support from the instructional coach, Amy Gael, to assist them further with their instructional needs. All teachers are welcomed back each year with a special principal "Welcome Back" letter and breakfast. During the "Welcome Back" breakfast, the principal celebrates the success of the prior school year.

Strategies used to recruit, develop, and retain highly qualified teachers include: meeting with new staff members to review curriculum, professional development in standards-based instruction, and elements of the Marzano Instructional Framework. Other strategies are utilized to acclimate teachers to our school culture and environment include, a beginning of the year welcome luncheon, multiple Teacher Appreciation luncheons, ADDition volunteers to assist with school and community events, and communication through the school newsletter to promote school programs.

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

Bay Meadows Elementary follows Orange County Public Schools Beginning Teacher Program procedures to ensure that all first- and second-year teachers are assigned a qualified mentor. Pairing a new teacher to a mentor involves ensuring that the mentor has completed the required clinical educator training. In addition, considerations are made in pairing a new teacher to a mentor based on schedules whenever possible to provide more opportunities for the mentor to meet and support the new teacher.

All new teachers to Bay Meadows Elementary attend an orientation to learn about the routines, procedures, and resources specific to Bay Meadows. Monthly meetings are conducted with beginning teachers and their mentors to discuss grade-level standards, how to align the standards to student

activities/assessments, and to develop their understanding of the elements on the Marzano Instructional Framework.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction. Planning begins by analyzing the standard and using the Curriculum Resource Materials (CRMs) from the IMS.

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.

Bay Meadows Elementary uses assessment data to inform instruction to meet all student needs. Teachers use both formative and summative assessment data to drive their instruction. Grade-level common assessments are used to determine mastery of skills that have been taught. Remediation and enrichment lessons are planned based on analysis of the common assessments. Students needing additional instruction and re-teaching are provided additional instruction and re-assessed to determine mastery. Teachers also plan instruction to extend learning for students who have mastered specific content.

Students in the lowest 25% are provided extra support and time to learn skills. Students are provided a re-teach of skills and standards in an alternative way with an additional 30 minutes of support during each school day. If students continue to struggle, students are provided more intensive skill-specific support, on top of the guided reading/math groups within the reading and math block and 30 minutes of additional daily support. Additional personnel are provided to support interventions during the 30 minute daily block to assist with reducing the size of groups for small group instruction.

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

Strategy: Extended School Day

Minutes added to school year: 5,280

This is an after-school program designed to assist students with needed remediation and enrichment in reading and math through the use of iReady and other online programs. Students who participate are those in the after-school program. Student will participate in rotations through the computer lab from 4 pm to 6 pm. The lab will be staffed with a certified teacher to assist students.

Strategy Rationale

The new Florida Standards Assessment (FSA) requires students to respond to a variety of questions through new response mechanisms. iReady and other online tools will provide opportunities to gain extra practice in these types of response mechanisms, as well as provide them with tools to assist them in the rigorous demands of the items on the assessments.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Anderson, Amber, amber.anderson@ocps.net

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

FSA and iReady diagnostic data will be collected to evaluate how well students performed.

Strategy: Extended School Day

Minutes added to school year: 960

This is an eight-week after-school program designed to assist students with test-taking strategies utilized in reading and in math. Students are chosen by assessing the level of achievement both from the previous year's data and their current assessment data. This program is for students who are identified of potentially increasing their score on the FSA by one level if they are provided with test taking strategies in reading and in math.

Strategy Rationale

The new Florida Standards Assessment requires students to respond to a variety of questions through new response mechanisms. By providing extra practice in the type of response mechanisms to students, we will increase the students' understanding of the strategies to use to answer various response mechanisms as well as provide them with tools to assist them in the rigorous demands of the items on the assessments.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Anderson, Amber, amber.anderson@ocps.net

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

The FSA data will be collected at the end of the year to evaluate how well students performed.

Strategy: Weekend Program

Minutes added to school year: 1,200

Bay Meadows Elementary will provide eleven weeks of Saturday School for three hours per session. This will be open to students in Kindergarten through Fifth grade who fall in the bottom 30% of their grade level in reading and math based on their performance on iReady and FSA assessments.

Strategy Rationale

The purpose of Saturday School is to provide additional instruction and remediation in basic skills to students who are in the lowest 25% in reading and in math. These students will benefit from multiple exposures to the standards in the area of reading and math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Anderson, Amber, amber.anderson@ocps.net

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

The following data will be collected for students attending Saturday School: student attendance, iReady performance data, teacher-created formative assessment data, and Journeys assessments. We will also use FSA data to determine if students scored above a level 1 and if they made learning gains after participating in the program.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Bay Meadows Elementary offers two New Parent Orientation Meetings to support incoming students and parents as they transition from one school to another. The Bay Meadows Elementary Additions program coordinators attend both orientations to encourage parents to become involved in the various events and activities of the Parent Teacher Association, The Additions Program, and The School Advisory Council.

Students who leave Bay Meadows at the end of their fifth grade year attend a sixth grade overview provided by Southwest Middle School Guidance Counselors at Bay Meadows. In addition, the fifth grade students attend a Step-Up field trip to Southwest Middle School.

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.

Bay Meadows Elementary participates in Teach-In every year to expose students to a variety of career opportunities. All classes participate in Teach-In. Approximately 50 sessions presented by many professionals are scheduled. Sessions have included information about being a doctor, a

photographer, a model, a wedding planner, a physical fitness trainer, a yoga instructor, a scientist, a computer program, an engineer, a chef, a theme park employee, a financial adviser and many other professions.

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

Not applicable

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

Not applicable

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.

Not applicable

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Staff will support students in narrowing the achievement gap for students within the lowest 25% for reading and math through effective differentiated instruction and responsive implementation of the Multi-Tiered System of Supports process (Narrow Achievement Gaps).

- G2.** School staff will establish a system to build student efficacy through the implementation of student data chats and recognition incentive programs. (Division Priority #2: Accelerate Student Performance)

- G3.** Teachers will increase their understanding of text complexity and effective strategies for reading instruction through job-embedded professional development in order to plan for and support standards-based instruction in alignment to the required level of rigor, resulting in an increase in student achievement. (Division Priority: Accelerate Student Performance)

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. Staff will support students in narrowing the achievement gap for students within the lowest 25% for reading and math through effective differentiated instruction and responsive implementation of the Multi-Tiered System of Supports process (Narrow Achievement Gaps). 1a

G094414

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	60.0
Math Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Teachers need to strengthen skills in planning utilizing Backwards Design and Universal Design (UDL) in order to provide effective differentiated instruction for students in the lowest 25%.

Resources Available to Help Reduce or Eliminate the Barriers 2

- i-Ready lessons and instructional materials, support personnel to assist with implementation of small group differentiated instruction, instructional management system, test item specifications, Florida Standards, Journey's, Go Math, Curriculum Resource Materials, Instructional Framework.

Plan to Monitor Progress Toward G1. 8

Student assessment data will be utilized to determine if actions put in place are effective in raising achievement of the lowest 25%.

Person Responsible

Krista Bixler

Schedule

Monthly, from 8/21/2017 to 5/31/2018

Evidence of Completion

i-Ready diagnostic, i-Ready growth monitoring data, lesson plans, formative assessment data, summative assessment data, progress monitoring data and classroom observations.

G2. School staff will establish a system to build student efficacy through the implementation of student data chats and recognition incentive programs. (Division Priority #2: Accelerate Student Performance) 1a

G094415

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	80.0
Math Gains	80.0

Targeted Barriers to Achieving the Goal 3

- There is a lack of school-wide structures that help develop the link between student academic achievement and the effort needed for growth.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Formative Assessments, summative Assessments, i- Ready diagnostic, growth monitoring, reading and math incentives, and school news

Plan to Monitor Progress Toward G2. 8

The Leadership team will monitor the increase in student achievement through school-wide iReady assessment data.

Person Responsible

Krista Bixler

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

iReady data, student performance data, and student data chat evidence.

G3. Teachers will increase their understanding of text complexity and effective strategies for reading instruction through job-embedded professional development in order to plan for and support standards-based instruction in alignment to the required level of rigor, resulting in an increase in student achievement. (Division Priority: Accelerate Student Performance) **1a**

G094416

Targets Supported **1b**

Indicator	Annual Target
5Es Score: Quality PD	100.0
5Es Score: Collective Responsibility	100.0

Targeted Barriers to Achieving the Goal **3**

- Teachers require more knowledge in order to determine text complexity and utilize closed reading strategies to support standards-based instruction.

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

- Curriculum Resource Materials (CRMs)
- Learning and Literacy Support Plan
- Research-based articles on close reading
- SAFRI content
- Read & Write for Google
- Book: A Close Look at Close Reading

Plan to Monitor Progress Toward G3. **8**

The District PLC team will conduct guided visits and review student performance data to monitor the impact text complexity training and close reading strategies has had on results towards increasing student achievement.

Person Responsible

Krista Bixler

Schedule

Monthly, from 10/30/2017 to 5/31/2018

Evidence of Completion

Guided visit data, student performance data

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. Staff will support students in narrowing the achievement gap for students within the lowest 25% for reading and math through effective differentiated instruction and responsive implementation of the Multi-Tiered System of Supports process (Narrow Achievement Gaps). 1

G094414

G1.B1 Teachers need to strengthen skills in planning utilizing Backwards Design and Universal Design (UDL) in order to provide effective differentiated instruction for students in the lowest 25%. 2

B253601

G1.B1.S1 There is a lack of school-wide structures and systems in place to develop and implement effective intervention programs for the students in the lowest 25% in reading and math. 4

S267810

Strategy Rationale

FSA data on the learning gains of the lowest 25% in reading and math indicate interventions are not effective in closing the achievement gap.

Action Step 1 5

Administration will identify specific resources for teachers to utilize to differentiate instruction.

Person Responsible

Krista Bixler

Schedule

Monthly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Progress monitoring data, i-Ready data, formative assessment data, summative assessment data and lesson plan reviews.

Action Step 2 5

Teachers will utilize the identified resources to differentiate instruction as needed to meet student need.

Person Responsible

Krista Bixler

Schedule

Daily, from 8/21/2017 to 5/31/2018

Evidence of Completion

Progress monitoring data, classroom observations, iObservation data, lesson plans, i-Ready data.

Action Step 3 5

Curriculum Resource Teacher will support teacher need by assisting with planning, modeling and providing opportunities for instructional rounds to model differentiated instruction.

Person Responsible

Krista Bixler

Schedule

Monthly, from 8/21/2017 to 5/31/2018

Evidence of Completion

coaching logs, instructional round schedules, progress monitoring data, classroom observations and lesson plans.

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

The leadership team will monitor planning and use of differentiated instruction through classroom observations.

Person Responsible

Krista Bixler

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Lesson plan checks, classroom observation and walk through, PLC meeting notes.

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

Administrators will attend grade level PLC common planning and data meetings, review lesson plans and student performance data to determine whether teachers knowledge of differentiated instruction is meeting student needs and increasing student achievement.

Person Responsible

Krista Bixler

Schedule

Monthly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Student data cards, PLC notes, lesson plans, iObservation data and formative assessments.

G2. School staff will establish a system to build student efficacy through the implementation of student data chats and recognition incentive programs. (Division Priority #2: Accelerate Student Performance) 1

G094415

G2.B1 There is a lack of school-wide structures that help develop the link between student academic achievement and the effort needed for growth. 2

B253602

G2.B1.S1 Teachers will implement student data chats. 4

S267811

Strategy Rationale

When students are more aware of their data and goal setting, they will put forth effort to achieve the goals.

Action Step 1 5

Principal will set vision by discussing the purpose of student data chats and the research behind this strategy.

Person Responsible

Krista Bixler

Schedule

On 8/9/2017

Evidence of Completion

Meeting sign-in sheet

Action Step 2 5

Teachers will participate in training on how to implement student data chats and to chart data.

Person Responsible

Krista Bixler

Schedule

On 8/9/2017

Evidence of Completion

Training documentation, email resources, and sign-in sheets

Action Step 3 5

Teachers will set goals in reading and math with students within the first 3 weeks of school for their summative assessments and iReady diagnostics.

Person Responsible

Krista Bixler

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Student data goal sheets

Action Step 4 5

Teachers will meet regularly with students to review their progress towards their goals and set new actions and strategies to meet goals.

Person Responsible

Krista Bixler

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Student data goal sheets

Action Step 5 5

Principal will recognize students for reaching reading and math goals monthly.

Person Responsible

Krista Bixler

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

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

PLC data meetings with teachers will occur weekly to monitor implementation.

Person Responsible

Krista Bixler

Schedule

Weekly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Assessment data, student data chat data, weekly student data

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

During weekly PLC data meetings, we will analyze school-wide assessment data and student progress towards goals.

Person Responsible

Krista Bixler

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

i-Ready data, formative assessment data, summative assessment data, and classroom walk through for teaching and learning at the required level of rigor of the standard.

G3. Teachers will increase their understanding of text complexity and effective strategies for reading instruction through job-embedded professional development in order to plan for and support standards-based instruction in alignment to the required level of rigor, resulting in an increase in student achievement. (Division Priority: Accelerate Student Performance) **1**

G094416

G3.B1 Teachers require more knowledge in order to determine text complexity and utilize closed reading strategies to support standards-based instruction. **2**

B253603

G3.B1.S1 Classroom teachers will attend school-based and district offered professional development on text complexity and close reading strategies. **4**

S267812

Strategy Rationale

Based on classroom assessments and students work, teachers need to develop a deeper understanding of text complexity and close reading strategies.

Action Step 1 **5**

Classroom teachers will participate in professional development on using the protocol for determining text complexity.

Person Responsible

Krista Bixler

Schedule

Monthly, from 9/18/2017 to 5/31/2018

Evidence of Completion

Training agendas, sign-in sheets

Action Step 2 **5**

Teachers will gain a deeper understanding through professional development in the components of close reading strategies.

Person Responsible

Krista Bixler

Schedule

Monthly, from 9/18/2017 to 5/31/2018

Evidence of Completion

Sign-in sheets, agendas, hand-outs

Action Step 3 **5**

Teachers will implement close reading strategies in the classroom and receive feedback on implementation.

Person Responsible

Krista Bixler

Schedule

Monthly, from 10/30/2017 to 5/31/2018

Evidence of Completion

Guided visits, walk through, and school calibration.

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

The District PLC team members will monitor fidelity of implementation through guided visits and PLC team meetings.

Person Responsible

Krista Bixler

Schedule

Monthly, from 8/31/2016 to 6/2/2017

Evidence of Completion

Professional development materials, sign-in sheets, guided visit data, and student assessment data

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

Guided visits will be conducted to monitor the result of the professional development opportunities in using text complexity and close reading strategies. Observation feedback will be provided to teachers that focuses on implementation of the strategies and techniques related to the increase in student achievement.

Person Responsible

Krista Bixler

Schedule

Monthly, from 9/25/2017 to 5/31/2018

Evidence of Completion

Guided visit feedback and student assessment data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G3.B1.S1.MA1 M380504	The District PLC team members will monitor fidelity of implementation through guided visits and PLC...	Bixler, Krista	8/31/2016	Professional development materials, sign-in sheets, guided visit data, and student assessment data	6/2/2017 monthly
G2.B1.S1.A1 A356333	Principal will set vision by discussing the purpose of student data chats and the research behind...	Bixler, Krista	8/9/2017	Meeting sign-in sheet	8/9/2017 one-time
G2.B1.S1.A2 A356334	Teachers will participate in training on how to implement student data chats and to chart data.	Bixler, Krista	8/9/2017	Training documentation, email resources, and sign-in sheets	8/9/2017 one-time
G1.MA1 M380499	Student assessment data will be utilized to determine if actions put in place are effective in...	Bixler, Krista	8/21/2017	i-Ready diagnostic, i-Ready growth monitoring data, lesson plans, formative assessment data, summative assessment data, progress monitoring data and classroom observations.	5/31/2018 monthly
G2.MA1 M380502	The Leadership team will monitor the increase in student achievement through school-wide iReady...	Bixler, Krista	9/1/2017	iReady data, student performance data, and student data chat evidence.	5/31/2018 weekly
G3.MA1 M380505	The District PLC team will conduct guided visits and review student performance data to monitor the...	Bixler, Krista	10/30/2017	Guided visit data, student performance data	5/31/2018 monthly
G1.B1.S1.MA1 M380497	Administrators will attend grade level PLC common planning and data meetings, review lesson plans...	Bixler, Krista	8/21/2017	Student data cards, PLC notes, lesson plans, iObservation data and formative assessments.	5/31/2018 monthly
G1.B1.S1.MA1 M380498	The leadership team will monitor planning and use of differentiated instruction through classroom...	Bixler, Krista	8/21/2017	Lesson plan checks, classroom observation and walk through, PLC meeting notes.	5/31/2018 weekly
G1.B1.S1.A1 A356330	Administration will identify specific resources for teachers to utilize to differentiate...	Bixler, Krista	8/21/2017	Progress monitoring data, i-Ready data, formative assessment data, summative assessment data and lesson plan reviews.	5/31/2018 monthly
G1.B1.S1.A2 A356331	Teachers will utilize the identified resources to differentiate instruction as needed to meet...	Bixler, Krista	8/21/2017	Progress monitoring data, classroom observations, iObservation data, lesson plans, i-Ready data.	5/31/2018 daily
G1.B1.S1.A3 A356332	Curriculum Resource Teacher will support teacher need by assisting with planning, modeling and...	Bixler, Krista	8/21/2017	coaching logs, instructional round schedules, progress monitoring data, classroom observations and lesson plans.	5/31/2018 monthly
G2.B1.S1.MA1 M380500	During weekly PLC data meetings, we will analyze school-wide assessment data and student progress...	Bixler, Krista	8/21/2017	i-Ready data, formative assessment data, summative assessment data, and classroom walk through for teaching and learning at the required level of rigor of the standard.	5/31/2018 weekly
G2.B1.S1.MA1 M380501	PLC data meetings with teachers will occur weekly to monitor implementation.	Bixler, Krista	8/31/2017	Assessment data, student data chat data, weekly student data	5/31/2018 weekly
G2.B1.S1.A3 A356335	Teachers will set goals in reading and math with students within the first 3 weeks of school for...	Bixler, Krista	8/14/2017	Student data goal sheets	5/31/2018 weekly
G2.B1.S1.A4 A356336	Teachers will meet regularly with students to review their progress towards their goals and set new...	Bixler, Krista	8/21/2017	Student data goal sheets	5/31/2018 weekly
G2.B1.S1.A5 A356337	Principal will recognize students for reaching reading and math goals monthly.	Bixler, Krista	9/1/2017		5/31/2018 monthly
G3.B1.S1.MA1 M380503	Guided visits will be conducted to monitor the result of the professional development opportunities...	Bixler, Krista	9/25/2017	Guided visit feedback and student assessment data	5/31/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1  A356338	Classroom teachers will participate in professional development on using the protocol for...	Bixler, Krista	9/18/2017	Training agendas, sign-in sheets	5/31/2018 monthly
G3.B1.S1.A2  A356339	Teachers will gain a deeper understanding through professional development in the components of...	Bixler, Krista	9/18/2017	Sign-in sheets, agendas, hand-outs	5/31/2018 monthly
G3.B1.S1.A3  A356340	Teachers will implement close reading strategies in the classroom and receive feedback on...	Bixler, Krista	10/30/2017	Guided visits, walk through, and school calibration.	5/31/2018 monthly

V. Professional Development Opportunities

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

G1. Staff will support students in narrowing the achievement gap for students within the lowest 25% for reading and math through effective differentiated instruction and responsive implementation of the Multi-Tiered System of Supports process (Narrow Achievement Gaps).

G1.B1 Teachers need to strengthen skills in planning utilizing Backwards Design and Universal Design (UDL) in order to provide effective differentiated instruction for students in the lowest 25%.

G1.B1.S1 There is a lack of school-wide structures and systems in place to develop and implement effective intervention programs for the students in the lowest 25% in reading and math.

PD Opportunity 1

Administration will identify specific resources for teachers to utilize to differentiate instruction.

Facilitator

Amy Gael

Participants

Classroom Teachers

Schedule

Monthly, from 8/21/2017 to 5/31/2018

PD Opportunity 2

Teachers will utilize the identified resources to differentiate instruction as needed to meet student need.

Facilitator

Amy Gael

Participants

Classroom Teachers

Schedule

Daily, from 8/21/2017 to 5/31/2018

PD Opportunity 3

Curriculum Resource Teacher will support teacher need by assisting with planning, modeling and providing opportunities for instructional rounds to model differentiated instruction.

Facilitator

Amy Gael

Participants

Classroom Teachers

Schedule

Monthly, from 8/21/2017 to 5/31/2018

G2. School staff will establish a system to build student efficacy through the implementation of student data chats and recognition incentive programs. (Division Priority #2: Accelerate Student Performance)

G2.B1 There is a lack of school-wide structures that help develop the link between student academic achievement and the effort needed for growth.

G2.B1.S1 Teachers will implement student data chats.

PD Opportunity 1

Principal will set vision by discussing the purpose of student data chats and the research behind this strategy.

Facilitator

Krista Bixler

Participants

Classroom Teachers

Schedule

On 8/9/2017

PD Opportunity 2

Teachers will participate in training on how to implement student data chats and to chart data.

Facilitator

Krista Bixler

Participants

Classroom Teachers

Schedule

On 8/9/2017

G3. Teachers will increase their understanding of text complexity and effective strategies for reading instruction through job-embedded professional development in order to plan for and support standards-based instruction in alignment to the required level of rigor, resulting in an increase in student achievement. (Division Priority: Accelerate Student Performance)

G3.B1 Teachers require more knowledge in order to determine text complexity and utilize closed reading strategies to support standards-based instruction.

G3.B1.S1 Classroom teachers will attend school-based and district offered professional development on text complexity and close reading strategies.

PD Opportunity 1

Classroom teachers will participate in professional development on using the protocol for determining text complexity.

Facilitator

Krista Bixler

Participants

Classroom Teachers

Schedule

Monthly, from 9/18/2017 to 5/31/2018

PD Opportunity 2

Teachers will gain a deeper understanding through professional development in the components of close reading strategies.

Facilitator

Krista Bixler

Participants

Classroom Teachers

Schedule

Monthly, from 9/18/2017 to 5/31/2018

VI. Technical Assistance Items

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

G2. School staff will establish a system to build student efficacy through the implementation of student data chats and recognition incentive programs. (Division Priority #2: Accelerate Student Performance)

G2.B1 There is a lack of school-wide structures that help develop the link between student academic achievement and the effort needed for growth.

G2.B1.S1 Teachers will implement student data chats.

TA Opportunity 1

Teachers will set goals in reading and math with students within the first 3 weeks of school for their summative assessments and iReady diagnostics.

Facilitator

Krista Bixler

Participants

Classroom Teachers and Students

Schedule

Weekly, from 8/14/2017 to 5/31/2018

TA Opportunity 2

Teachers will meet regularly with students to review their progress towards their goals and set new actions and strategies to meet goals.

Facilitator

Krista Bixler

Participants

Classroom Teachers and Students

Schedule

Weekly, from 8/21/2017 to 5/31/2018

TA Opportunity 3

Principal will recognize students for reaching reading and math goals monthly.

Facilitator

Krista Bixler

Participants

Students

Schedule

Monthly, from 9/1/2017 to 5/31/2018

G3. Teachers will increase their understanding of text complexity and effective strategies for reading instruction through job-embedded professional development in order to plan for and support standards-based instruction in alignment to the required level of rigor, resulting in an increase in student achievement. (Division Priority: Accelerate Student Performance)

G3.B1 Teachers require more knowledge in order to determine text complexity and utilize closed reading strategies to support standards-based instruction.

G3.B1.S1 Classroom teachers will attend school-based and district offered professional development on text complexity and close reading strategies.

TA Opportunity 1

Teachers will implement close reading strategies in the classroom and receive feedback on implementation.

Facilitator

Krista Bixler

Participants

Classroom Teachers

Schedule

Monthly, from 10/30/2017 to 5/31/2018

VII. Budget

1	G1.B1.S1.A1	Administration will identify specific resources for teachers to utilize to differentiate instruction.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3336	510-Supplies	1071 - Bay Meadows Elementary	General Fund		\$4,000.00

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2	G1.B1.S1.A2	Teachers will utilize the identified resources to differentiate instruction as needed to meet student need.				\$0.00
3	G1.B1.S1.A3	Curriculum Resource Teacher will support teacher need by assisting with planning, modeling and providing opportunities for instructional rounds to model differentiated instruction.				\$0.00
4	G2.B1.S1.A1	Principal will set vision by discussing the purpose of student data chats and the research behind this strategy.				\$0.00
5	G2.B1.S1.A2	Teachers will participate in training on how to implement student data chats and to chart data.				\$0.00
6	G2.B1.S1.A3	Teachers will set goals in reading and math with students within the first 3 weeks of school for their summative assessments and iReady diagnostics.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	239-Other	1071 - Bay Meadows Elementary	Other		\$500.00
7	G2.B1.S1.A4	Teachers will meet regularly with students to review their progress towards their goals and set new actions and strategies to meet goals.				\$0.00
8	G2.B1.S1.A5	Principal will recognize students for reaching reading and math goals monthly.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	500-Materials and Supplies	1071 - Bay Meadows Elementary	General Fund		\$1,000.00
9	G3.B1.S1.A1	Classroom teachers will participate in professional development on using the protocol for determining text complexity.				\$0.00
10	G3.B1.S1.A2	Teachers will gain a deeper understanding through professional development in the components of close reading strategies.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3376	510-Supplies	1071 - Bay Meadows Elementary			\$500.00
11	G3.B1.S1.A3	Teachers will implement close reading strategies in the classroom and receive feedback on implementation.				\$0.00
					Total:	\$6,000.00