

Deer Point Elementary School



2017-18 Schoolwide Improvement Plan

Deer Point Elementary School

4800 HIGHWAY 2321, Panama City, FL 32404

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	50%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	17%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Bay County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district 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 Deer Point Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

Deer Point Anglers are respectful, independent and responsible leaders.

2. School Environment

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

Deer Point teachers use interest inventories completed by students and parents. All students will have the opportunity to hold a leadership job within their classroom that align with their interests and strengths. Teachers greet each student by name and with a handshake before every class period. Student background information sheets are sent home to be completed by families. Student work is shared in the classroom and displayed in the hallway, thus encouraging school-wide relationship building. Teachers also gather information from parent conferences, phone conversations, and information stored in FOCUS. The guidance counselor(s) screens students for ESOL services, provides information to parents and teachers and facilitates meetings to ensure students feel comfortable within the school environment. Before the first day of school, Deer Point offers an orientation for parents and students to meet the teacher and visit classrooms. Deer Point provides an Open House for families as a way for families to see student's classroom and work. Students have the opportunity to participate in a variety of after-school clubs. As part of the Leader in Me program, which encourages leadership development and consideration for the whole child, all students are able to choose an "Anglers in Action" team. These teams meet monthly and are intended to allow students to utilize their gifts and talents to serve others while having fun. Deer Point's Annual Family Art Night is used to encourage art and community involvement. A spring festival, book fairs, STEM Night, and various musical performances are used to promote family participation.

Deer Point teachers and staff recognize and support the following core paradigms: Everyone can be a leader. Everyone has genius. Change starts with me. Educators empower students to lead their own learning. Develop the whole person.

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

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

yearly and is posted in each classroom. Students are encouraged to communicate and discuss concerns to adults on campus or through the Bullying App found online via the school website.

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.

Deer Point Elementary focuses on developing the whole child through leadership in academics and behavior. Faculty, staff, and students are taught to exhibit the Leader in Me's 7 Habits of Highly Effective People in their personal and academic lives. Each student will set personal and academic goals and keep them in their Leadership Notebook. Leader in Me Training is provided for teachers and support staff. Systemically, teachers will be using the Leader in Me Teacher's Guides to teach a character education lesson daily during DEAL (Drop Everything and Lead), which is first 20 minutes of every day built into the master schedule. Through the implementation of the Leader in Me process, teachers are also working with students to create a Classroom Mission Statement that they refer to throughout the school year.

Tier 1 behavior at DPES, expects students to follow C.A.S.T. expectations (Courteous, Achievers, Showing Excellence Through Leadership). Students develop C.A.S.T. expectations in each classroom. Teachers use Positive Behavior Intervention and Support (PBIS) to promote positive behaviors school-wide. Using student-developed C.A.S.T. expectations, teachers write a Classroom Management Plan. Whenever possible, teachers manage student behaviors within the classroom. All teachers on campus use Class DOJO to communicate with parents daily regarding specific student behaviors.

Behavior data will be discussed with the school-wide behavior team, which includes grade level PLCs, administration, guidance and MTSS STS, district Resource Teacher, and our psychologist monthly on the third Wednesday of each month.

We will utilize the PROMISE program and paraprofessional to help students with behavioral needs develop skills to allow them to be successful in the classroom. The PROMISE room will serve as a time-out area, detention area, and in some cases for all day or multiple day suspensions when necessary. The PROMISE program will focus on providing tools for students to recover from the misbehavior, reflect on their actions and alternatives, and return to the learning environment.

Teachers are provided staff development on classroom-managed and office-managed behaviors. Office discipline referrals are used when behaviors cannot be managed in the classroom and distract student learning. Office Discipline Referrals are sent home to parents and are also accessible via FOCUS/Parent Portal. When a student is sent to the office for administrator interventions, the BDS Discipline Matrix will be used as a guide for behavioral intervention.

When a student has more than 3 DRs, teachers will begin Tier 2 for behavior. Tier 2 interventions will follow the BDS MTSS menu of interventions and will meet the need of the targeted behavior.

When a student is unsuccessful with Tier 2 behavioral interventions, students will be moved to Tier 3 and more intensive behavioral interventions will be added.

Additionally, ESE and Autism teachers/paras receive CPI training in order to meet the needs of students in need of additional behavior services.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

MTSS Problem Solving Process:

*Tier 2 Interventions: Social Skills Groups, Zoo-U, Check-In/Check-Out, Mentoring, ISS 360, etc.

*Tier 3 Interventions: Individualized Functional Assessments and Positive Behavioral Intervention Plans

Resources-

*FL Therapy Counselors, Elevate Bay, and Community Partners

*PROMISE Program

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.

Deer Point Elementary used MTSS (Multi-Tiered System of Supports) to address the needs of all students on campus. Rtl at Work is being piloted in Grades K-5 for the 2017-2018 school year. In addition to Tier 1 instruction provided to all students using the BDS Curriculum Guides and provided curriculum teachers will identify students needed for intervention by using EWS data and indicators. Deer Point Elementary will track all student data on a school-wide data spreadsheet. FOCUS reports will be pulled monthly for MTSS Data Chats for the following EWS indicators:

1. Attendance below 90%
2. One or more suspensions (In/Out-of-School)
3. F in ELA or Math
4. Level 1 on FSA ELA/Math or low RIT score as identified by NWEA MAP data.

Students in MTSS Tier 2/3 will be discussed monthly at MTSS data chats. Teachers will discuss Tier 2/3 within the PLC (Professional Learning Community) weekly. Data will be updated weekly into the MTSS school-wide data spreadsheet. Students with more than 1 indicator will be highlighted for discussion at monthly MTSS Data Chats. Additionally, students in grades 4th/5th who are in the bottom 30% as measured by FSA will be discussed and monitored at MTSS data chats.

See below.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	30	27	26	10	16	15	0	0	0	0	0	0	0	124
One or more suspensions	6	0	3	1	3	6	0	0	0	0	0	0	0	19
Course failure in ELA or Math	1	0	4	0	0	1	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	6	26	31	0	0	0	0	0	0	0	63

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	2	0	3	0	5	9	0	0	0	0	0	0	0	19

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

Bay District Schools uses a menu of research-based interventions provided by BDS MTSS staff. The BDS intervention menu may be found on the MTSS website.

At Deer Point Elementary, teachers will use an MTSS Flowchart for academic interventions:

ELA (additions/substitutions are based on the need of each individual child and their individualized MTSS plan):

Tier 1 Wonders and BDS Curriculum Guide

Tier 2 Wonders Intervention/Achieve 3000

Tier 3 Connect to Comprehension/SRA Language for Learning

Math (additions/substitutions are based on the need of each individual child and their individualized MTSS plan):

Tier 1 Eureka Math and BDS Curriculum Guide

Tier 2 Guided Math and Zern

Tier 3 Dreambox

Monthly MTSS Data Chats

Rebecca Reeder (Principal) and Ilea Faircloth (Assistant Administrator): Provides guidance to the team; ensures that all teachers make data-based decisions for differentiating instruction and interventions; monitors implementation of effective interventions; and provides staff development on the needs of students.

Kelli Creamer/Jillian Knight (Guidance): Provides staff development on appropriate interventions; assists teachers in formulating intervention strategies; provide teacher/student support for emotional and academic concerns; attends monthly district MTSS meetings and shares information with teachers, and oversees the school's data team.

Nancy Tilghman/Allison Stettler/Sarah Devito (Speech/Language Pathologist): Assists in the selection of screening measures and data collection; assists in monitoring implementation of appropriate and effective interventions.

Gina Keen/Susan McQuagge/Casey Nelson(MTSS-STSS): Provides support to teachers for the MTSS process; performs classroom observations on students in the MTSS process; attends site-based

meeting; assists with data input and analysis; and informs teachers and staff of all updates/changes to the MTSS process.

Grade level teachers will attend monthly data chats in order to provide core curriculum expertise; ensures interventions are being used appropriately; assists in monitoring student data; and makes suggestions for effective interventions based on student need.

B. Family and Community Engagement

The school's response to this section may 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

Parent partnership in their child's education is paramount at Deer Point Elementary. Administration and teachers communicate with all stakeholders in a variety of ways.

Classroom DOJO, classroom newsletters, Parent Portal, school-wide emails, IRIS alerts, in addition to school and classroom websites, will provide families a variety of means by which they may become informed of school events. Facebook is also used to push out information to parents and community members. Numerous events are planned throughout the year to encourage parents and community to participate and support the school:

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

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

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

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

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

- Deer Point hosts a career fair for all 3rd, 4th and 5th grade students where leaders in various fields of the community come to share their expertise with students who choose 3 careers to learn about.
- Hiland Park Baptist Church-provides food bags for students in need for weekends and students to assist in campus cleanup.
- Deer Point Lake Assembly of God-provides school supplies for students in need
- Rock Solid Church provided lunch for teachers during preservice.
- Masonic Lodge provided binders for Leadership Binders to support Leader in Me program.
- Creamer's Tree Services- provides bucket truck for science experiment day
- GRPB Services- power washed our school
- Sam's Club-provides gift certificates for Positive Behavior Support (PBS) events
- Chill- Fundraising for PBS events with yogurt cart and supplies certificates for achievement for honor roll
- Whataburger- Spirit Nights
- Chick-Fil-A- Spirit Nights
- Luigi BG's- certificates for student of the month
- Sonny's BBQ- Certificates, bags and stickers for "The Big Deal" student of the week
- Sweet Frogs- community outreach for fundraising, teacher incentives, coupons for honor roll and field trips
- Subway- provides food and supplies for teachers
- Tutor Doctor of the Emerald Coast- provides food and beverages for teachers pre-planning
- Golden Corral- student incentive cards and honor roll certificates
- Skate Factory- honor roll certificates and incentives
- Shuckums- certificates for honor roll
- Skate Factory- certificates for student of month and honor roll
- Tilghman Accounting and Tax Services- financial resources
- Junior Service League- provides clothing for students in need
- Women's Auxiliary- student of the month flags for 3rd graders

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Reeder, Rebecca	Principal
Roberts, Amy	Teacher, ESE
Knight, Jillian	School Counselor
Faircloth, Ilea	Assistant Principal
Chapman, Krista	Teacher, K-12
Knox, Christina	Teacher, K-12
Kolmetz, Susan	Teacher, K-12
Longstreet, Connie	Teacher, K-12
Register, Roxanne	Teacher, K-12
Thomason, Stacy	Teacher, K-12

b. Duties

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

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

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

Kelli Creamer and Jillian Knight are the guidance counselors at Deer Point Elementary School. They monitor all of the MTSS students and sit in on the monthly MTSS meeting to track students performance. They also monitor attendance of students and provide incentives for students to increase attendance goals. Guidance also ensures all guidance related issues are handled appropriately.

Included on the team are grade chairs for each grade level (see above). These teachers meet with members of their grade levels regularly during PLCs to plan and prepare lessons based on Florida Standards, discuss students in MTSS Tier 2/3, and adjust instructional accordingly to meet the needs of all students. They also meet with the SAC committee to inform them of any new initiatives.

The School Improvement Team, School Based Leadership Team, and Leader in Me Lighthouse Team are the same group of teachers to ensure consistency in communication (see above).

Deer Point Elementary is assigned an instructional coach for English Language Arts/ Rebecca Fulcher(ELA) and is a district coach who serves Deer Point to provide assistance through instructional coaching to the teachers in their content areas. The coach works closely with teachers analyzing data, planning and preparing lessons, researching best practices, and providing feedback through the Coaching Cycle.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS problem-solving process: plan, act, do is recursive. Data will be used to drive decisions and determine goals for the SIP. Data used will consist of FSA ELA/Math, Science, MAP, DAR, John's, etc.

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

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

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Tina Corbin	Parent
Jennifer Kyle	Parent
Julie McConnell	Business/Community
Mary Weir	Parent
Rebecca Reeder	Principal
Stacy Watson	Teacher
Holly Hales	Business/Community
Harvey Weir	Parent
Josephine Davis	Teacher
Ilea Faircloth	Teacher
Casey Tharp	Parent
Stephanie Youngblood	Parent
Robin Lindsey	Parent
Steven Kyle	Parent
Ashley White	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

SAC meets monthly to evaluate the school improvement plan and implementation. The stakeholders hear from each achievement team leader regarding the academic portions of the plan and the administration to address the behavior plan as well. The climate survey data is reviewed. The stakeholders offer suggestions, give feedback and offer assistance through community partnerships where available. At the final meeting, the team reviews the plan and progress made towards the goals that were set using available student achievement data. If achievement data is not available at that time a meeting is scheduled before the election of new team members to review the progress of the previous year's plan it will continue into the next school year. This aides the team in making decisions for the upcoming year and addressing new goals as necessary.

b. Development of this school improvement plan

SAC meets in the spring, as scores are released, and fall, when the SIP is written and after school grades are released, to analyze data including FSA ELA/Math, Science, scores, MAP assessment

data, climate survey results, attendance and behavior data. SAC oversees the implementation of the SIP during the monthly meetings held throughout the year. Each year the SAC approves the SIP of Deer Point Elementary during its first meeting after elections.

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

SAC reviews and provides feedback to the proposed budget prior to its final approval.

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

School improvement funds were not encumbered. The committee voted to purchase tablets for use by students in classrooms- 119 tablets were purchased, barcoded, and will be distributed to K-2 teachers who submit a SAC grant for classroom technology proposal each school year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Knight, Jillian	Teacher, K-12
Roberts, Amy	Teacher, ESE
Reeder, Rebecca	Principal
Chapman, Krista	Teacher, K-12
Faircloth, Ilea	Assistant Principal
Knox, Christina	Teacher, K-12
Kolmetz, Susan	Teacher, K-12
Longstreet, Connie	Teacher, K-12
Register, Roxanne	Teacher, K-12
Thomason, Stacy	Teacher, K-12

b. Duties

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

The LLT/SBLT/SIP Team helps to promote literacy at all grade levels by providing teachers with feedback regarding the implementation of the ELA shifts to ensure the success of all students. The school participates in Celebrate Literacy Week and holds 2 yearly book fairs to promote literacy. K-2 students participate in story time each week with the media specialist and 3-5 grades participate in media research. Take home libraries are sent home with K-2 students on a weekly basis. Our district purchased an online reading library distributor for all students called OVERDRIVE where students can download books to an electronic device.

Additionally, teachers utilize the BDS ELA Curriculum Guide found at the BDS Literacy Cafe to

include standards based instruction based on the Wonders Series in addition to supplemental curriculum and common assessments.

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.

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

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

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

New teachers will also participate in Deer Point's new teacher mentoring program which partners new teachers with seasoned/veteran teachers in order to build capacity and support for retention of quality teachers.

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

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

New teachers will also participate in Deer Point's new teacher mentoring program which partners new teachers with seasoned/veteran teachers in order to build capacity and support for retention of quality teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school ensures its core instructional programs and materials are aligned to Florida's standards through the district adoption of the curriculum.

ELA- Wonders

Math- Eureka

Science- Science Fusion

Social Studies- Network Social Studies

As a district initiative, we continue to implement PLCs at all grade levels which allows teachers the time and opportunity to plan and prepare curriculum based on Florida Standards. The BDS Curriculum Guides are developed for core subjects and expected to be followed by all teachers at Deer Point Elementary. Teachers at Deer Point are required to provide lesson plans in Planbook for the administration to check, provide feedback, and ensure that aligned instructional programs and materials are being used. Formative Classroom Walk-Throughs on a bi-weekly basis is also a method administration uses to ensure curriculum materials that are aligned are being used and feedback is provided to teachers to encourage implementation of 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.

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

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

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

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

Strategy: Summer Program

Minutes added to school year: 4,800

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

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

Strategy: After School Program

Minutes added to school year: 1,080

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

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

Student climate surveys will be analyzed.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may 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.

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

Fifth grade students are given the opportunity to participate in middle school visits to become familiar with the campus and expectations. Transition meetings are held at the end of each school year to ensure that student needs will be met in their new school setting.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

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

N/A

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

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Deer Point Elementary implements Tier 1 Leader in Me Core Behavior Program and monitors behavior through MTSS monthly PLCs, then student discipline referrals will decrease.
- G2.** If Deer Point Elementary builds teacher and student capacity for individual goal setting, provide Leader in Me foundations, then 100% of students will reach their academic goals.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If Deer Point Elementary implements Tier 1 Leader in Me Core Behavior Program and monitors behavior through MTSS monthly PLCs, then student discipline referrals will decrease. 1a

G095232

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	-37.0

Targeted Barriers to Achieving the Goal 3

- Teacher Knowledge of Behavior Interventions and Core Program

Resources Available to Help Reduce or Eliminate the Barriers 2

- Leader in Me Core
- PROMISE Program and Para
- Florida Therapy Counselors
- ELEVATE Bay Mentoring Program
- Community Partners
- District Behavior STS
- Experienced Faculty (LiM / ESE specializing in behavior)
- CICO
- ZooU

Plan to Monitor Progress Toward G1. 8

BDS MTSS-B Team will send data to DPES monthly for school to review and determine data points are decreasing.

Person Responsible

Rebecca Reeder

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Data sent by BDS and DPES FOCUS data pull/school-wide data spreadsheet

G2. If Deer Point Elementary builds teacher and student capacity for individual goal setting, provide Leader in Me foundations, then 100% of students will reach their academic goals. 1a

G095233

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	51.0
FCAT 2.0 Science Proficiency	65.0
ELA/Reading Lowest 25% Gains	51.0
FSA Mathematics Achievement	53.0
FSA ELA Achievement	55.0
Math Gains	52.0
ELA/Reading Gains	62.0

Targeted Barriers to Achieving the Goal 3

- Content Knowledge and Mindset

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

MAP/Common Assessment Data

Person Responsible

Rebecca Reeder

Schedule

Monthly, from 9/1/2017 to 6/2/2018

Evidence of Completion

MAP and/or common assessment data, Google spreadsheet

Plan to Monitor Progress Toward G2. 8

Attendance Data

Person Responsible

Jillian Knight

Schedule

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

Evidence of Completion

Average daily attendance percentages will be tracked monthly.

Plan to Monitor Progress Toward G2. 8

Leader in Me Assessment System (survey)

Person Responsible

Rebecca Reeder

Schedule

Semiannually, from 11/1/2017 to 5/31/2018

Evidence of Completion

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

Action Plan for Improvement

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

Problem Solving Key


G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. If Deer Point Elementary implements Tier 1 Leader in Me Core Behavior Program and monitors behavior through MTSS monthly PLCs, then student discipline referrals will decrease. **1**

 G095232

G1.B1 Teacher Knowledge of Behavior Interventions and Core Program **2**

 B256331

G1.B1.S1 Implement Leader in Me program with all components with fidelity. Teachers will systemically teach LiM during DEAL time built into master schedule. **4**

 S271032

Strategy Rationale

The ROI Institute was commissioned by FranklinCovey to use their trademarked evaluation process to independently measure the impact of The Leader in Me within two school districts. The ROI Institute selected two school districts and examined four Leader in Me schools within each district (eight Leader in Me schools in total). Available data from non-Leader in Me schools within each respective district served as an appropriate comparison for academic analyses. Many positive benefits related to implementing The Leader in Me are discussed in the report, leading to the conclusion that: "The results from this evaluation effort indicate that The Leader in Me is successful and making a positive impact in the schools where it is implemented."

ROI Institute Study| http://www.theleaderinme.org/uploads/Documents/results/ROI_Institute_TLIM_DistrictStudy_ExecSummary_11_2014.pdf

Action Step 1 **5**

DEAL Time in Master Schedule for teachers to utilize LiM Teachers Guides daily to systemically lead Core (Tier 1).

Person Responsible

Rebecca Reeder

Schedule

Daily, from 8/8/2017 to 6/1/2018

Evidence of Completion

Master Schedule, Lesson Plans

Action Step 2 5

The Lighthouse/ Leadership team will meet monthly to analyze LiM implementation and develop an action plan to continue systemic LiM initiatives school-wide.

Person Responsible

Rebecca Reeder

Schedule

Monthly, from 8/8/2017 to 6/1/2018

Evidence of Completion

School calendar, meeting minutes

Action Step 3 5

Grade level PLC's will meet monthly with the MTSS STS, ESE Resource Teacher, psychologist, guidance, and administration to discuss student progress that are Tier 2 or T3 behavior students to determine intervention effectiveness. EWS data and ODR data will also be discussed monthly to ensure all students needs are being met if students are not yet identified.

Person Responsible

Kelli Creamer

Schedule

Monthly, from 8/1/2017 to 6/1/2018

Evidence of Completion

Google School-wide Data Spreadsheet

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

The school-wide academic and behavior data spreadsheet will be used to monitor student progress with interventions and will be reviewed monthly at MTSS data chat meetings.

Person Responsible

Kelli Creamer

Schedule

Monthly, from 8/1/2017 to 6/1/2018

Evidence of Completion

We will utilize the data spreadsheet, FOCUS reports for number of discipline referrals, as well as data sent from the district will determine our Tier 1 effectiveness.

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

Grade level PLC's will meet and discuss student behavior concerns monthly at extended planning meetings.

Person Responsible

Kelli Creamer

Schedule

Monthly, from 8/1/2017 to 6/1/2018

Evidence of Completion

FOCUS reports with discipline referral data will be run to determine effectiveness of Tier 1 character education implementation .

G1.B1.S2 Implement monthly extended MTSS PLCs with all teachers, administrators, guidance, ESE resource teacher, school psychologist and the MTSS STS. 4

S271033

Strategy Rationale

Implement monthly extended MTSS PLCs with all teachers, administration, guidance, ESE Resource Teacher, School Psychologist, and MTSS-STs.

Mike Matos on Simplifying RtI: <https://www.youtube.com/watch?v=NQL89jZs5LA>

A review of research on the impact of professional learning communities on teaching practice and student learning\$
Vicki Vescio!, Dorene Ross, Alyson Adams

Abstract

After an overview of the characteristics of professional learning communities (PLCs), this manuscript presents a review of 10 American studies and one English study on the impact of PLCs on teaching practices and student learning. Although, few studies move beyond self-reports of positive impact, a small number of empirical studies explore the impact on teaching practice and student learning. The collective results of these studies suggest that well-developed PLCs have positive impact on both teaching practice and student achievement. Implications of this research and suggestions for next steps in the efforts to document the impact of PLCs on teaching and learning are included.

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Action Step 1 5

Schedule Monthly Extended PLCs with expectation for teachers and stakeholders to attend with Google Calendar invites.

Person Responsible

Ilea Faircloth

Schedule

Monthly, from 8/1/2017 to 6/1/2018

Evidence of Completion

School Calendar and Google Invites

Action Step 2 5

Teachers will update and maintain school-wide data spreadsheet.

Person Responsible

Jillian Knight

Schedule

Weekly, from 8/1/2017 to 6/1/2018

Evidence of Completion

Google School-wide Data Spreadsheet

Action Step 3 5

At monthly MTSS PLC meetings, all stakeholders will discuss students already identified for MTSS-B. Additionally, EWS data for behavior will be analyzed and irregularities identified to discuss those students individually and information discussed captured in school-wide data spreadsheet.

Person Responsible

Kelli Creamer

Schedule

Monthly, from 8/1/2017 to 6/1/2018

Evidence of Completion

Google School-wide Data Spreadsheet

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

School-wide data spreadsheet and minutes from monthly MTSS PLC meetings.

Person Responsible

Kelli Creamer

Schedule

Monthly, from 8/1/2017 to 6/1/2018

Evidence of Completion

Google School-wide data spreadsheet and FOCUS reports for ODRs.

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

Monitor school-wide data spreadsheet

Person Responsible

Kelli Creamer


Schedule

Monthly, from 8/1/2017 to 6/1/2018

Evidence of Completion

Decrease in ODRs as measured by FOCUS and data provided by BDS MTSS-B team.

G2. If Deer Point Elementary builds teacher and student capacity for individual goal setting, provide Leader in Me foundations, then 100% of students will reach their academic goals. 1

 G095233

G2.B1 Content Knowledge and Mindset 2

 B256332

G2.B1.S1 Implementation of Professional Learning Communities with a focus on lesson planning and preparation utilizing the BDS Curriculum Guides and Common Assessments. 4

 S271034

Strategy Rationale

Implementing Professional Learning Communities with a focus on lesson planning and preparation utilizing the BDS Curriculum Guides and implementing district summative common assessments are two researched based activities that raise student achievement (DuFour and 5 Essentials for School Improvement)

Action Step 1 5

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

Person Responsible

Rebecca Reeder

Schedule

Weekly, from 9/1/2017 to 6/2/2018

Evidence of Completion

Data, Admin notes of weekly PLC observation

Action Step 2 5

PLC Days to analyze data, prepare curriculum, and administer district common assessments

Person Responsible

Rebecca Reeder

Schedule

Quarterly, from 9/1/2017 to 6/2/2018

Evidence of Completion

Signin Sheets, Common Assessment Samples

Action Step 3 5

SBLT Kid by Kid, Skill by Skill Book Study

Person Responsible

Rebecca Reeder

Schedule

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

Evidence of Completion

Sign-in Sheets, Admin observation of weekly PLCs.

Action Step 4 5

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

Person Responsible

Rebecca Reeder

Schedule

On 6/2/2018

Evidence of Completion

Master Schedule

Action Step 5 5

PLCs will utilize instructional coaches as part of the PLC implementation process

Person Responsible

Rebecca Reeder

Schedule

On 6/2/2018

Evidence of Completion

Admin observation of weekly PLCs.

Action Step 6 5

Classroom Walkthroughs (Formative)

Person Responsible

Ilea Faircloth

Schedule

Biweekly, from 9/22/2017 to 6/1/2018

Evidence of Completion

CWT Daily (Google Drive)

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

Admin participation in PLC

Person Responsible

Rebecca Reeder

Schedule

Monthly, from 9/1/2017 to 6/2/2018

Evidence of Completion

PLC Minute Form/Agendas, admin notes from weekly observation of PLCs

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

Administrative review of Minutes/Signin Sheets/Common Assessment Process

Person Responsible

Schedule

Monthly, from 9/1/2017 to 6/2/2018

Evidence of Completion

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

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

Examine school wide and individual student achievement data monthly

Person Responsible

Rebecca Reeder

Schedule

Monthly, from 9/1/2017 to 6/2/2018

Evidence of Completion

Google Spreadsheet/data chat notes

G2.B1.S2 Implement the Leader in Me school wide 4

 S271035

Strategy Rationale

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

Action Step 1 5

ACADEMIC: Students will participate in student led conferences

Person Responsible

Rebecca Reeder

Schedule

Quarterly, from 9/1/2017 to 6/2/2018

Evidence of Completion

Leadership Notebooks

Action Step 2 5

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

Person Responsible

Rebecca Reeder

Schedule

Daily, from 9/1/2017 to 6/2/2018

Evidence of Completion

lesson plans, schedules

Action Step 3 5

CULTURAL: Implement student action teams at all grade levels

Person Responsible

Rebecca Reeder

Schedule

Quarterly, from 9/1/2017 to 6/2/2018

Evidence of Completion

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

Action Step 4 5

CULTURAL: Implement class meetings systemically using the LIM Teacher Guides (DEAL time)

Person Responsible

Rebecca Reeder

Schedule

Daily, from 9/1/2017 to 6/2/2018

Evidence of Completion

lesson plans

Action Step 5 5

ATTENDANCE: Track and celebrate attendance achievement

Person Responsible

Jillian Knight

Schedule

Quarterly, from 9/1/2017 to 6/2/2018

Evidence of Completion

Action Step 6 5

Train all faculty and staff on implementation of Leader in Me

Person Responsible

Rebecca Reeder

Schedule

Quarterly, from 8/8/2017 to 6/2/2018

Evidence of Completion

sign in sheets, agenda, training materials

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

Classroom walk-throughs (informal using district CWT form for specific feedback)

Person Responsible

Rebecca Reeder

Schedule

Weekly, from 9/1/2017 to 6/2/2018

Evidence of Completion

CWT Feedback Loop and CWT Data

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

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

Person Responsible

Rebecca Reeder

Schedule

Monthly, from 9/1/2016 to 6/2/2018

Evidence of Completion

Lighthouse Team meeting minutes

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

Examine school wide and individual student achievement data monthly

Person Responsible

Rebecca Reeder

Schedule

Monthly, from 9/1/2017 to 6/2/2018















Evidence of Completion

Google Spreadsheet, Leadership notebooks

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B1.S1.A3 A363204	SBLT Kid by Kid, Skill by Skill Book Study	Reeder, Rebecca	9/1/2016	Sign-in Sheets, Admin observation of weekly PLCs.	6/2/2017 monthly
G2.MA2 M388154	Attendance Data	Knight, Jillian	9/1/2017	Average daily attendance percentages will be tracked monthly.	5/31/2018 monthly
G2.MA3 M388155	Leader in Me Assessment System (survey)	Reeder, Rebecca	11/1/2017	The Measurable Results Assessment System captures typical measures of school performance as well as leadership development, school culture, and academic skills that may be impacted by The Leader in Me process.	5/31/2018 semiannually
G1.MA1 M388146	BDS MTSS-B Team will send data to DPES monthly for school to review and determine data points are...	Reeder, Rebecca	9/1/2017	Data sent by BDS and DPES FOCUS data pull/school-wide data spreadsheet	6/1/2018 monthly
G1.B1.S1.MA1 M388142	Grade level PLC's will meet and discuss student behavior concerns monthly at extended planning...	Creamer, Kelli	8/1/2017	FOCUS reports with discipline referral data will be run to determine effectiveness of Tier 1 character education implementation .	6/1/2018 monthly
G1.B1.S1.MA1 M388143	The school-wide academic and behavior data spreadsheet will be used to monitor student progress...	Creamer, Kelli	8/1/2017	We will utilize the data spreadsheet, FOCUS reports for number of discipline referrals, as well as data sent from the district will determine our Tier 1 effectiveness.	6/1/2018 monthly
G1.B1.S1.A1 A363196	DEAL Time in Master Schedule for teachers to utilize LiM Teachers Guides daily to systemically lead...	Reeder, Rebecca	8/8/2017	Master Schedule, Lesson Plans	6/1/2018 daily
G1.B1.S1.A2 A363197	The Lighthouse/ Leadership team will meet monthly to analyze LiM implementation and develop an...	Reeder, Rebecca	8/8/2017	School calendar, meeting minutes	6/1/2018 monthly
G1.B1.S1.A3 A363198	Grade level PLC's will meet monthly with the MTSS STS, ESE Resource Teacher, psychologist,...	Creamer, Kelli	8/1/2017	Google School-wide Data Spreadsheet	6/1/2018 monthly
G2.B1.S1.A6 A363207	Classroom Walkthroughs (Formative)	Faircloth, Ilea	9/22/2017	CWT Daily (Google Drive)	6/1/2018 biweekly
G1.B1.S2.MA1 M388144	Monitor school-wide data spreadsheet	Creamer, Kelli	8/1/2017	Decrease in ODRs as measured by FOCUS and data provided by BDS MTSS-B team.	6/1/2018 monthly
G1.B1.S2.MA1 M388145	School-wide data spreadsheet and minutes from monthly MTSS PLC meetings.	Creamer, Kelli	8/1/2017	Google School-wide data spreadsheet and FOCUS reports for ODRs.	6/1/2018 monthly
G1.B1.S2.A1 A363199	Schedule Monthly Extended PLCs with expectation for teachers and stakeholders to attend with Google...	Faircloth, Ilea	8/1/2017	School Calendar and Google Invites	6/1/2018 monthly
G1.B1.S2.A2 A363200	Teachers will update and maintain school-wide data spreadsheet.	Knight, Jillian	8/1/2017	Google School-wide Data Spreadsheet	6/1/2018 weekly
G1.B1.S2.A3 A363201	At monthly MTSS PLC meetings, all stakeholders will discuss students already identified for MTSS-B....	Creamer, Kelli	8/1/2017	Google School-wide Data Spreadsheet	6/1/2018 monthly
G2.MA1 M388153	MAP/Common Assessment Data	Reeder, Rebecca	9/1/2017	MAP and/or common assessment data, Google spreadsheet	6/2/2018 monthly
G2.B1.S1.MA1 M388147	Examine school wide and individual student achievement data monthly	Reeder, Rebecca	9/1/2017	Google Spreadsheet/data chat notes	6/2/2018 monthly
G2.B1.S1.MA1 M388148	Admin participation in PLC	Reeder, Rebecca	9/1/2017	PLC Minute Form/Agendas, admin notes from weekly observation of PLCs	6/2/2018 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
G2.B1.S1.MA2  M388149	Administrative review of Minutes/Signin Sheets/Common Assessment Process		9/1/2017	Administrative review of PLC Minute Form/Signin Sheets/Common Assessment Data	6/2/2018 monthly
G2.B1.S1.A1  A363202	PLC Pre-K-5, SA, Student Services, ESE	Reeder, Rebecca	9/1/2017	Data, Admin notes of weekly PLC observation	6/2/2018 weekly
G2.B1.S1.A2  A363203	PLC Days to analyze data, prepare curriculum, and administer district common assessments	Reeder, Rebecca	9/1/2017	Signin Sheets, Common Assessment Samples	6/2/2018 quarterly
G2.B1.S1.A4  A363205	Scheduling Common Planning/Common Lunch to include Special Area and ESE teachers	Reeder, Rebecca	9/1/2017	Master Schedule	6/2/2018 one-time
G2.B1.S1.A5  A363206	PLCs will utilize instructional coaches as part of the PLC implementation process	Reeder, Rebecca	9/1/2017	Admin observation of weekly PLCs.	6/2/2018 one-time
G2.B1.S2.MA1  M388150	Examine school wide and individual student achievement data monthly	Reeder, Rebecca	9/1/2017	Google Spreadsheet, Leadership notebooks	6/2/2018 monthly
G2.B1.S2.MA1  M388151	Classroom walk-throughs (informal using district CWT form for specific feedback)	Reeder, Rebecca	9/1/2017	CWT Feedback Loop and CWT Data	6/2/2018 weekly
G2.B1.S2.MA2  M388152	Establish a Lighthouse Team to monitor the implementation of Leader in Me initiatives	Reeder, Rebecca	9/1/2016	Lighthouse Team meeting minutes	6/2/2018 monthly
G2.B1.S2.A1  A363208	ACADEMIC: Students will participate in student led conferences	Reeder, Rebecca	9/1/2017	Leadership Notebooks	6/2/2018 quarterly
G2.B1.S2.A2  A363209	ACADEMIC: Implement intervention/enrichment block school wide (WIN time)	Reeder, Rebecca	9/1/2017	lesson plans, schedules	6/2/2018 daily
G2.B1.S2.A3  A363210	CULTURAL: Implement student action teams at all grade levels	Reeder, Rebecca	9/1/2017	Sign-in Sheets/Agenda/Blog Entries, etc.	6/2/2018 quarterly
G2.B1.S2.A4  A363211	CULTURAL: Implement class meetings systemically using the LiM Teacher Guides (DEAL time)	Reeder, Rebecca	9/1/2017	lesson plans	6/2/2018 daily
G2.B1.S2.A5  A363212	ATTENDANCE: Track and celebrate attendance achievement	Knight, Jillian	9/1/2017		6/2/2018 quarterly
G2.B1.S2.A6  A363213	Train all faculty and staff on implementation of Leader in Me	Reeder, Rebecca	8/8/2017	sign in sheets, agenda, training materials	6/2/2018 quarterly

V. Professional Development Opportunities

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

G2. If Deer Point Elementary builds teacher and student capacity for individual goal setting, provide Leader in Me foundations, then 100% of students will reach their academic goals.

G2.B1 Content Knowledge and Mindset

G2.B1.S1 Implementation of Professional Learning Communities with a focus on lesson planning and preparation utilizing the BDS Curriculum Guides and Common Assessments.

PD Opportunity 1

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

Facilitator

Administration and SBLT

Participants

All Faculty

Schedule

Weekly, from 9/1/2017 to 6/2/2018

G2.B1.S2 Implement the Leader in Me school wide

PD Opportunity 1

Train all faculty and staff on implementation of Leader in Me

Facilitator

Administration and Franklin Covey Associates

Participants

all faculty and staff

Schedule

Quarterly, from 8/8/2017 to 6/2/2018

VI. Technical Assistance Items

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

G2. If Deer Point Elementary builds teacher and student capacity for individual goal setting, provide Leader in Me foundations, then 100% of students will reach their academic goals.

G2.B1 Content Knowledge and Mindset

G2.B1.S1 Implementation of Professional Learning Communities with a focus on lesson planning and preparation utilizing the BDS Curriculum Guides and Common Assessments.

TA Opportunity 1

PLC Days to analyze data, prepare curriculum, and administer district common assessments

Facilitator

Administration and SBLT

Participants

All faculty

Schedule

Quarterly, from 9/1/2017 to 6/2/2018

VII. Budget

1	G1.B1.S1.A1	DEAL Time in Master Schedule for teachers to utilize LiM Teachers Guides daily to systemically lead Core (Tier 1).	\$0.00
2	G1.B1.S1.A2	The Lighthouse/ Leadership team will meet monthly to analyze LiM implementation and develop an action plan to continue systemic LiM initiatives school-wide.	\$0.00
3	G1.B1.S1.A3	Grade level PLC's will meet monthly with the MTSS STS, ESE Resource Teacher, psychologist, guidance, and administration to discuss student progress that are Tier 2 or T3 behavior students to determine intervention effectiveness. EWS data and ODR data will also be discussed monthly to ensure all students needs are being met if students are not yet identified.	\$0.00
4	G1.B1.S2.A1	Schedule Monthly Extended PLCs with expectation for teachers and stakeholders to attend with Google Calendar invites.	\$0.00
5	G1.B1.S2.A2	Teachers will update and maintain school-wide data spreadsheet.	\$0.00
6	G1.B1.S2.A3	At monthly MTSS PLC meetings, all stakeholders will discuss students already identified for MTSS-B. Additionally, EWS data for behavior will be analyzed and irregularities identified to discuss those students individually and information discussed captured in school-wide data spreadsheet.	\$0.00
7	G2.B1.S1.A1	PLC Pre-K-5, SA, Student Services, ESE	\$0.00
8	G2.B1.S1.A2	PLC Days to analyze data, prepare curriculum, and administer district common assessments	\$0.00

9	G2.B1.S1.A3	SBLT Kid by Kid, Skill by Skill Book Study	\$0.00
10	G2.B1.S1.A4	Scheduling Common Planning/Common Lunch to include Special Area and ESE teachers	\$0.00
11	G2.B1.S1.A5	PLCs will utilize instructional coaches as part of the PLC implementation process	\$0.00
12	G2.B1.S1.A6	Classroom Walkthroughs (Formative)	\$0.00
13	G2.B1.S2.A1	ACADEMIC: Students will participate in student led conferences	\$0.00
14	G2.B1.S2.A2	ACADEMIC: Implement intervention/enrichment block school wide (WIN time)	\$0.00
15	G2.B1.S2.A3	CULTURAL: Implement student action teams at all grade levels	\$0.00
16	G2.B1.S2.A4	CULTURAL: Implement class meetings systemically using the LiM Teacher Guides (DEAL time)	\$0.00
17	G2.B1.S2.A5	ATTENDANCE: Track and celebrate attendance achievement	\$0.00
18	G2.B1.S2.A6	Train all faculty and staff on implementation of Leader in Me	\$0.00
Total:			\$0.00