



## Bayshore Elementary School

1661 SW BAYSHORE BLVD, Port St Lucie, FL 34984

<http://www.stlucie.k12.fl.us/bay/>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	73%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

### School Grades History

<b>Year</b>	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2013-14</b>
<b>Grade</b>	B	C	C*	C

*\*Informational Baseline School Grade*

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

### School Board Approval

This plan is pending approval by the St. Lucie 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 Bayshore Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Our mission is to prepare our students for the future by providing them with challenging, engaging and satisfying work.

##### b. Provide the school's vision statement.

Our vision is to promote and maintain a climate in which students reach their highest potential with the support of educators, parents and community.

#### 2. School Environment

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

Using the SKYWARD system we use reports to identify our populations of students from other cultures. Based on cultural needs of the school we provide families with school related information in other languages. Moreover, the school participates in a Title II program that allows non- English speaking parents to use the Language Lab to learn English during after school hours. Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions

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

School has established and provided stakeholders with a Student Handbook that explains all the rules and procedures for the efficient operation of the school. In addition, the school has a Positive Behavior Interventions and Support (PBIS) program which promotes a respectful school culture through lessons students can take in and out of the school environment. All teachers have been trained on CHAMPS and utilize the expectations in their classrooms.

##### 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.

Bayshore Elementary follows the SLPS Code of Conduct. Additionally, it follows the Multi-Tiered Systems and Support for behavior which establishes protocols for identifying and assisting students who need behavioral reinforcement.

Most importantly, the school participates in the Positive Behavior Interventions and Support (PBIS) for which Bayshore Elementary is Gold Level Model School. Every year the school's PBIS plan undergoes a revision by the University of South Florida PBIS Board who grants model school status to the program participants.

The school's PBIS program provides a framework to help students improve academic and behavioral outcomes. It is a school-wide system with processes intended to teach behavioral expectations the

same way as the core curriculum subjects.

Bayshore Elementary has a PBIS Core team consisting of members representing administration, faculty and staff, including a District PBIS Coach. The Core team meets on a regular basis and has the responsibility of implementing and monitoring the school-wide PBIS plan. The PBIS team meets to review the discipline data; track progress; identify areas to target for intervention across campus; communicate intervention data and findings; and plan for intervention(s) across campus.

Bayshore Elementary School has identified and posted PBIS expectations and rules in specific settings across campus. The rules are directed to specific behavior routines expected in classroom and non-classroom settings.

The PBIS behavioral expectations and routines are taught in the classroom using specific lessons for the behavioral expectation to be taught. A behavior tech is available for interventions for 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.**

Bayshore Elementary ensures the social and emotional needs of our students in several ways. We will be implementing Efficacy across Single school Culture in Academics, behavior and climate. Students have access to brief individual counseling with our guidance counselor as needed and requested. In addition, we offer social skills training, as well as check in/check out behavioral mentoring. We are also proactive in assisting parents in accessing long term individual counseling for students through the mental health collaborative. In addition to school based services, our guidance counselor serves as the liaison for several community services geared to provide social and emotional support for students such as High Hopes for students experiencing parental separation or divorce, grief counseling through Hospice, Harvest food for families, Too Good For Drugs program, Big Brothers and Big Sisters Mentoring and Hope's Closet. Bayshore Elementary adheres to the Kids at Hope philosophy, and has a campus full of treasure hunters. The guidance counselor implements the " Safer Smarter Kids" curriculum.

### 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 leadership team in collaboration with the teachers employs attendance, behavior and academic performance data to identify those students who need behavioral or academic intervention. Data is monitored and analyze regularly to monitor student progress using following the SLPS Multi-Tiered System of Supports.

By using the SLPS Multi-Tiered Systems of Support the team will be able to identify students who need interventions in the areas of need based on attendance, behavioral and academic performance data.

Core team meets at least 3-4 times a year to review universal screening data and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1 – Core Instruction is in place, the team will identify students who are not meeting identified academic/ behavioral targets.

Based on the data and discussion, the team will identify students who are in need of additional academic and/or behavioral support and will provide that information to the Problem Solving Teams (PST). The core team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each Interventionist will have support documented in the intervention plan, and the interventionist and the support person will report back on all data collected for further discussion at future meetings.

The team will collaborate with the SAC, PBIS team, and school literacy team. Core team members

will serve as members of smaller PST and schedule PST meetings . Core teams will communicate with parents/community to facilitate the understanding of MTSS.

The school has an attendance committee that meets monthly, and includes our guidance counselor, social worker, attendance clerk and truancy specialist. Attendance reports are reviewed periodically and exchange information regarding specific students to ultimately implement strategies to improve attendance. If truancy persists, a PST meeting is scheduled to address attendance concerns with the parent. Truancy petitions are filed when all other avenues have been exhausted.

**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	15	14	17	18	10	0	0	0	0	0	0	0	0	74
One or more suspensions	1	2	1	0	0	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	2	7	2	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	33	17	42	0	0	0	0	0	0	0	92
Retained	1	0	4	21	7	0	0	0	0	0	0	0	0	33

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	2	16	5	0	0	0	0	0	0	0	0	23

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

Students identified at the different Tiers will receive additional support for their specific academic needs. Student data will be tracked and depending on the student's progress he/she may be moved into another group with a different targeted skill. Students will receive the Tier instruction during MTSS time.

Teachers who have students that are habitually absent from school are instructed to make contact with the family, the school goal is to offer help if needed, and explain the importance of regular school attendance. In addition, the school's Truancy Specialist makes contact with families of students with 5 or more unexcused absences in order to explain the attendance law. These contacts include phone calls, home visits and attendance letters. If she is unable to make contact because of incorrect contact information, our social worker is sent out to establish communication. An attendance committee will meet monthly to identify any students with excessive absences.

**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?**

Yes

**1. PFEP Link**

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

**2. Description**

**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.**

In order to build and sustain community support the school has established partnerships with community members, business partners and family members serving on our School Advisory Council. Moreover, the Foster Grandparent Program provides senior volunteers who mentor students consistently throughout the year. Big Brothers Big Sisters Programs provides volunteers who provide individual support to students. This year our K-3 students will participate in a reading program, St. Lucie Soars, students are paired up with community members for reading support.

The school's business partners provide funds, incentives and rewards to support and recognize student achievement (Kids at Hope, Honor Roll, Reading Incentives). Additionally, the school's community partners and business partners assist with our family nights (Curriculum Night, Parent Academy, Community Resource Night, etc...) and PBIS incentives/rewards. Bayshore is a Five Star School.

**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
Lynch, Jacqueline	Principal
Lamb, Kimberly	School Counselor
Lermond, Michelle	Teacher, ESE
Archer, Jennifer	Teacher, K-12
DeAguair, Yvonne	Teacher, K-12
Cugini, Sarah	Teacher, K-12
Sangster, Harminey	Paraprofessional
Glidden, Jennifer	Teacher, K-12
Silas, Chavonn	Assistant Principal
Petruff, Sharon	Teacher, K-12
Goehl , Amanda	
Krinsky, Megan	Teacher, K-12
Norton , Megan	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.**

The Principal and Assistant Principal serve as instructional leaders by providing guidance and support to grade level teams. Leadership meeting meetings are held on a weekly basis to discuss

and make decisions based on the needs of school. The leadership meetings, led by the principal, includes the assistant principal, guidance counselor, student support specialist and instructional coaches. Additionally, the administration meets with grade level team leaders, teacher selected member, union member and support staff member (Faculty Council) to elicit feedback, inform and update grade level teams of relevant information concerning instructional and operational support. The role of the instructional coaches is to provide teachers support with instructional strategies and planning. Instructional coaches may also model lessons and provide additional resources for effective instruction.

**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 purpose of the School Leadership Team (SLT) is to help guide school wide decisions with the goal of increasing overall student achievement and meeting the needs set forth by our adopted School Improvement Plan (SIP).

The SLT meets weekly, the principal is in charge of the agenda, and additional needs of the team are addressed as well.

Through the problem solving process areas of support are identified and an action plan is developed, implemented and monitored. Based on the action plans we have changed our school hours to create additional collaborative planning time for teachers. We have hired a reading resource teacher to support Tier 2 and Tier 3 MTSS interventions.

Instructional coaches maintain an ongoing inventory of Title 1 purchased items.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Jacqueline C. Lynch	Principal
R. Proctor	Teacher
K. Belgraves	Parent
T. Carter	Parent
M. Moraes	Parent
R. Adams	Parent
M. Jurasz	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

Last year, the School Advisory Council met on to review and make final changes to the 2016-17 SIP. Prior to voting on the SIP, sub committees were formed collaborating on each section and goal. During every subsequent meeting, SAC met to review the School Improvement Plan and make suggestions.

*b. Development of this school improvement plan*

In order to develop a plan that best meets the goals and needs of Bayshore, the School Advisory Council met at its last meeting, held in 2016, to gain information about the latest data and make draft recommendations for the 2016-2017 School Improvement Plan. SAC will meet on 9/12/17 and review the final SIP, voted and approved. SAC will continue to make recommendations and provide feedback to the school leadership team.

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

During the last meeting of the school year SAC met and discuss the needs for the school and how funds are to be allocated based on those needs. Once needs were identified a decision was made to approve which projects were going to be funded with a recommendation to have 2 coaches, 1 math coach, 1 instructional coach. A behavior tech will be added to support the learning environment. The 2017-2018 budget will provide one interventionist and one behavior tech. Due to budget reduction, budget could not support two coaches.

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

Last year, School Improvement Funds were used for the following:  
 Budget: 1174.54

Title I budget supported SIP through professional development funds listed below:  
 Summer Collaborative Planning - \$3596

Write from the Beginning Materials \$2469

Collaborative Planning ELA \$1500  
 Collaborative Planning Math \$1400

**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
Lynch, Jacqueline	Principal
Silas, Chavonn	Assistant Principal
Seay, Paulette	Teacher, K-12
Lamb, Kimberly	School Counselor
Lermond, Michelle	Teacher, ESE

**b. Duties**

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

This group of professionals is comprised of leaders in literacy. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives. Each member will serve as the line of communication between the LLT and their grade group, in order to have input from all teachers.

## 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.

In order to establish the positive working relationships between teachers the school organized the different grade level teams to compliment and support each other. Teams plan collaboratively 4 to 5 times per week. During these collaborative planning sessions teams have the opportunity to work with administration to receive additional support to enrich their plans. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed.

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

The recruiting strategies are as follows:

1. The district personnel office screens all applicants prior to hire for HQ.
2. Once the district recruits teachers, we review each applicant's qualifications on the Skyward System to determine who will be interviewed. References are checked personally by school based administrators.
3. Mentor/Mentee Program for teachers new to teaching or new to the district.
4. On-going school based Professional Development for instructional staff.
5. Formal observation for all teachers new to district including pre-observation planning and post observation reflective conversations.

Additionally, the school follows the district's philosophy of providing support for new educators and current educators aimed at elevating teacher quality and professionalism to ensure quality education occurs each and every day in our classrooms. The school participates in the SHINE program which consist of:

- Annual New Teacher Orientation
- NEST (New Educator Support Team) Meetings
- Quarterly Cohort Meetings
- Mentoring Program
- Program Evaluation
- Adhoc Support (Site-based Liaisons)

In addition, professional development opportunities are offered for teachers to meet the State's re-certification requirements for their teaching license. The professional development are planned in order to satisfy the current instructional needs of the school and are not limited to classroom management, instructional strategies, Florida Standards and pedagogy.

Professional development opportunities are offered for teachers to deepen their fluency on the SLPS Framework for Quality Teaching and Instruction.

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

The school participates in the district's sponsored SHINE (Supporting High-quality Induction for New Educators) program (see question 2). At the school level teachers attend the monthly New Educator Support Team (NEST) meetings which is geared primarily towards the mentoring of new teachers (veteran teachers are encourage to participate on a voluntary basis). Teachers are assigned to a mentor with whom they meet regularly to discuss and answer any concerns or questions they may have. Mentors are required to meet a criteria established by SHINE and attend a professional development on mentoring.

## 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 utilizes the SLPS Framework for Quality Teaching and Learning. The framework serves as a guide for effective planning instruction using a three step process:

1. What are we teaching? (Florida State Standards aligned to a scope and sequence)
2. What will be accepted as quality student work? (How teachers know that students learned)
3. How will we teach it? (Lesson segments, instructional strategies)

The Florida Standards are used to guide the learning goals and scales of performance that teachers will use to guide instruction in the classroom while student data is used to drive instructional decision making.

The SLPS Multi-Tier Systems and Support is employed to identify those students who require additional support.

Administrators monitor adherence to Florida State Standards by participating in collaborative planning and reviewing lessons plans.

#### 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.**

Student data is used to identify individual student needs. Teachers will meet in the collaborative planning room to disintegrate data and make instructional decisions to differentiate the need of students. Through collaborative planning data analysis teachers discuss the different strategies used in their classroom.

The data used to make instructional decisions include and is not limited to:

- Florida Standards Assessment (FSA)
- St. Lucie County Common Unit Assessments
- iReady
- Easy CBM Tiered groups
- Access for ELLs
- Office Discipline Referrals
- Retentions
- Absences

The data will be triangulated and analyzed to determine students who need additional instruction with evidence based interventions.

The following databases will be utilized:

- Skyward
- Unify

- Performance Matters

Additional data will be available through the following:

- Program Specific Reports
- 

Behavior Incident Reports (BIR)

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

**Strategy:** After School Program

**Minutes added to school year:** 0

PE Waiver

Students showing deficiencies based on iReady and unit assessments.

### **Strategy Rationale**

Based on the academic needs, students in grades 3-5 will be invited to attend a voluntary after school tutorial program targeting specific skills in ELA, Math and Science( grade 5).

### **Strategy Purpose(s)**

- Core Academic Instruction

### **Person(s) responsible for monitoring implementation of the strategy**

Silas, Chavonn, chavonn.silas@stlucieschools.org

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

Student performance data, easy cbm, Unit assessment

## **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.**

The Pre-K students in our VPK program are transitioned all year because they are on an elementary school campus. They get adjusted to the routine of school by being full day students at an elementary site.

For students entering kindergarten and who did not attend the on site VPK program, they are invited for a kindergarten screening during the Summer. The data is used by the teachers to assess prior knowledge and determine what strategies will work best with the students.

Fifth grade students are assigned to their middle schools following the district's school assignment procedures.

Our Guidance Counselor assists middle schools in gathering academic data about our outgoing fifth grade students, as well as organizes brief orientations concerning elective choices.

### **b. College and Career Readiness**

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.
2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.
3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.
4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

## II. Needs Assessment

The school's completion of this 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.** By June 2018, 63% of students will make a learning gain as measured by the Florida State Assessment.
- G2.** To improve effective standards based instruction in all classrooms.

## Strategic Goals Detail

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

**G1.** By June 2018, 63% of students will make a learning gain as measured by the Florida State Assessment. 1a

G097473

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	63.0

**Targeted Barriers to Achieving the Goal** 3

- Limited time to teach the standards.

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

- Scope and Sequence FSA portal CPalms
- Collaborative planning
- Data Chats
- Common Unit Assessments
- iReady diagnostic data

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

We will review iReady diagnostic data.

**Person Responsible**

Jacqueline Lynch

**Schedule**

Quarterly, from 8/14/2017 to 5/26/2018

**Evidence of Completion**

Teachers will compare iReady diagnostic data and compare the learning gain correlation to determine if students are making learning gains.

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

We will evaluate common unit assessment data.

**Person Responsible**

Jacqueline Lynch

**Schedule**

Biweekly, from 8/14/2017 to 5/26/2018

**Evidence of Completion**

Teachers will monitor student proficiency on standards based common unit assessments, identifying students who are not meeting proficiency.

**G2. To improve effective standards based instruction in all classrooms. 1a**

G097474

**Targets Supported 1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	64.0
FSA ELA Achievement	57.0
FSA Mathematics Achievement	64.0

**Targeted Barriers to Achieving the Goal 3**

- Teachers consistently teaching to the intent of the new standards.

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

- Interventionist
- Integrated Literacy Units (ILU)
- Science Test Item Specs, revised

**Plan to Monitor Progress Toward G2. 8**

Unit Assessments

**Person Responsible**

Jacqueline Lynch

**Schedule**

Monthly, from 9/14/2017 to 5/30/2018

**Evidence of Completion**

District Unit Assessments

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** By June 2018, 63% of students will make a learning gain as measured by the Florida State Assessment.

1

G097473

**G1.B1** Limited time to teach the standards. 2

B262018

**G1.B1.S1** Teachers will identify student's FY17 FSA achievement level including sections within a level and know how to make a learning gain. 4

S277516

### Strategy Rationale

The collected data will be used to provide differentiated instruction to students including monitoring of unit assessments and district iReady diagnostics.

### Action Step 1 5

Train all teachers on how to calculate a learning gain on FSA

#### Person Responsible

#### Schedule

On 8/12/2018

#### Evidence of Completion

Teachers will have noted the LG their students did or did not make, identify students who did not make a learning gain.

### Action Step 2 5

Teachers will use Unit Assessment Data and compare it with FSA Data to identify trends.

#### Person Responsible

Jacqueline Lynch

#### Schedule

Every 3 Weeks, from 9/1/2017 to 5/26/2018

#### Evidence of Completion

Teachers will create and present their own data sheets with reflections demonstrating their understanding of reading trends and proactive strategic thinking to support positive trends.

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

Monitor students making learning gains as measured by District Diagnostic Assessments

**Person Responsible**

Jacqueline Lynch

**Schedule**

Quarterly, from 8/22/2017 to 6/1/2018

**Evidence of Completion**

iReady data diagnostic assessments 3x per year, District Unit Assessments as per calendar

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

Data Chats

**Person Responsible**

Jacqueline Lynch

**Schedule**

Quarterly, from 8/22/2017 to 6/1/2018

**Evidence of Completion**

iReady growth reports

**G2. To improve effective standards based instruction in all classrooms. 1**

G097474

**G2.B4 Teachers consistently teaching to the intent of the new standards. 2**

B262023

**G2.B4.S1** Teachers to plan collaboratively 4 times a week. Resource planning time will be directed and guided with the coaching staff and or team leaders to include a focus on Collaborative planning 2.0, What we teach, what we expect as quality work and how we teach. 4

S277518

**Strategy Rationale**

Collaboration with colleagues around student instruction is an essential part of every teacher's job and results in rising student achievement. A systematic approach will allow teachers to meet all the steps within the process.

**Action Step 1 5**

Collaborative planning 3 to 4 times a week. Teams will follow Collaborative Planning 2.0 protocol.

**Person Responsible**

Jacqueline Lynch

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Collaborative Planning 2.0 notes by administration or Interventionist. Lesson plans aligned to the standards.

**Plan to Monitor Fidelity of Implementation of G2.B4.S1 6**

Curriculum Sweeps

**Person Responsible**

Jacqueline Lynch

**Schedule**

Weekly, from 9/7/2017 to 5/30/2018

**Evidence of Completion**

Administrators, coaches and other teachers will conduct curriculum sweeps that are not part of the SLPS evaluation system. They will be looking for 1) Is the instruction focused on the intent of the standard? 2) Is the instruction on pace with the focus calendars? 3) Is the instruction meeting the level of complexity for the standard? 4) Are the instructional materials being used aligned to the state standards.

**Plan to Monitor Effectiveness of Implementation of G2.B4.S1** 7

Feedback on Curriculum Sweeps and Collaborative Planning Sessions

**Person Responsible**

Jacqueline Lynch

**Schedule**

Weekly, from 9/14/2017 to 5/30/2018

**Evidence of Completion**

There will be an increase in the number of classrooms that will be 1) Teaching the Standard 2) on pace 3) at the level of complexity for the standard 4) Have materials aligned to the standards

**G2.B4.S2** Requesting district support with Math/Reading/Science content and collaborative planning. 4

 S277519

**Strategy Rationale**

Teachers need a stronger understanding of targeting lower quartile students and ensuring all students make learning gains..

**Action Step 1** 5

We will request support from the district office of teaching and learning for science/math/reading including targeting lower quartile students and learning gains in math/reading.

**Person Responsible**

Chavonn Silas

**Schedule**

Quarterly, from 8/22/2017 to 5/1/2018

**Evidence of Completion**

Completed request for support

**Plan to Monitor Fidelity of Implementation of G2.B4.S2** 6

We will monitor proficiency on Common Unit Assessments

**Person Responsible**

Chavonn Silas

**Schedule**

Every 3 Weeks, from 8/22/2016 to 5/1/2017

***Evidence of Completion***

Unify data reports.

**Plan to Monitor Effectiveness of Implementation of G2.B4.S2** 7

Data chats

**Person Responsible**

Chavonn Silas

**Schedule**

Every 3 Weeks, from 8/22/2016 to 5/1/2017

***Evidence of Completion***

Data from Unify will analyzed identifying students that are not meeting proficiency on standards.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G2.B4.S2.MA1 M403078	Data chats	Silas, Chavonn	8/22/2016	Data from Unify will analyzed identifying students that are not meeting proficiency on standards.	5/1/2017 every-3-weeks
G2.B4.S2.MA1 M403079	We will monitor proficiency on Common Unit Assessments	Silas, Chavonn	8/22/2016	Unify data reports.	5/1/2017 every-3-weeks
G2.B4.S2.A1 A373956	We will request support from the district office of teaching and learning for science/math/reading...	Silas, Chavonn	8/22/2017	Completed request for support	5/1/2018 quarterly
G1.MA1 M403072	We will review iReady diagnostic data.	Lynch, Jacqueline	8/14/2017	Teachers will compare iReady diagnostic data and compare the learning gain correlation to determine if students are making learning gains.	5/26/2018 quarterly
G1.MA2 M403073	We will evaluate common unit assessment data.	Lynch, Jacqueline	8/14/2017	Teachers will monitor student proficiency on standards based common unit assessments, identifying students who are not meeting proficiency.	5/26/2018 biweekly
G1.B1.S1.A2 A373953	Teachers will use Unit Assessment Data and compare it with FSA Data to identify trends.	Lynch, Jacqueline	9/1/2017	Teachers will create and present their own data sheets with reflections demonstrating their understanding of reading trends and proactive strategic thinking to support positive trends.	5/26/2018 every-3-weeks
G2.MA1 M403080	Unit Assessments	Lynch, Jacqueline	9/14/2017	District Unit Assessments	5/30/2018 monthly
G2.B4.S1.MA1 M403076	Feedback on Curriculum Sweeps and Collaborative Planning Sessions	Lynch, Jacqueline	9/14/2017	There will be an increase in the number of classrooms that will be 1) Teaching the Standard 2) on pace 3) at the level of complexity for the standard 4) Have materials aligned to the standards	5/30/2018 weekly
G2.B4.S1.MA1 M403077	Curriculum Sweeps	Lynch, Jacqueline	9/7/2017	Administrators, coaches and other teachers will conduct curriculum sweeps that are not part of the SLPS evaluation system. They will be looking for 1) Is the instruction focused on the intent of the standard? 2) Is the instruction on pace with the focus calendars? 3) Is the instruction meeting the level of complexity for the standard? 4) Are the instructional materials being used aligned to the state standards.	5/30/2018 weekly
G2.B4.S1.A1 A373955	Collaborative planning 3 to 4 times a week. Teams will follow Collaborative Planning 2.0 protocol.	Lynch, Jacqueline	8/14/2017	Collaborative Planning 2.0 notes by administration or Interventionist. Lesson plans aligned to the standards.	5/30/2018 weekly
G1.B1.S1.MA1 M403070	Data Chats	Lynch, Jacqueline	8/22/2017	iReady growth reports	6/1/2018 quarterly
G1.B1.S1.MA1 M403071	Monitor students making learning gains as measured by District Diagnostic Assessments	Lynch, Jacqueline	8/22/2017	i Ready data diagnostic assessments 3x per year, District Unit Assessments as per calendar	6/1/2018 quarterly
G1.B1.S1.A1 A373952	Train all teachers on how to calculate a learning gain on FSA		8/8/2017	Teachers will have noted the LG their students did or did not make, identify students who did not make a learning gain.	8/12/2018 one-time

## V. Professional Development Opportunities

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

**G1.** By June 2018, 63% of students will make a learning gain as measured by the Florida State Assessment.

**G1.B1** Limited time to teach the standards.

**G1.B1.S1** Teachers will identify student's FY17 FSA achievement level including sections within a level and know how to make a learning gain.

### PD Opportunity 1

Train all teachers on how to calculate a learning gain on FSA

#### Facilitator

Jacqueline Lynch

#### Participants

Grades 3-5 Teachers

#### Schedule

On 8/12/2018

### PD Opportunity 2

Teachers will use Unit Assessment Data and compare it with FSA Data to identify trends.

#### Facilitator

Jacqueline Lynch

#### Participants

Grades 3-5 Teachers

#### Schedule

Every 3 Weeks, from 9/1/2017 to 5/26/2018

**G2.** To improve effective standards based instruction in all classrooms.

**G2.B4** Teachers consistently teaching to the intent of the new standards.

**G2.B4.S1** Teachers to plan collaboratively 4 times a week. Resource planning time will be directed and guided with the coaching staff and or team leaders to include a focus on Collaborative planning 2.0, What we teach, what we expect as quality work and how we teach.

**PD Opportunity 1**

Collaborative planning 3 to 4 times a week. Teams will follow Collaborative Planning 2.0 protocol.

**Facilitator**

Administration/Interventionist

**Participants**

Team Leaders

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

**G2.B4.S2** Requesting district support with Math/Reading/Science content and collaborative planning.

**PD Opportunity 1**

We will request support from the district office of teaching and learning for science/math/reading including targeting lower quartile students and learning gains in math/reading.

**Facilitator**

District Science/Math/ELA Support

**Participants**

STEM teacher, Grade 3-5 Teachers

**Schedule**

Quarterly, from 8/22/2017 to 5/1/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Train all teachers on how to calculate a learning gain on FSA				\$0.00
2	G1.B1.S1.A2	Teachers will use Unit Assessment Data and compare it with FSA Data to identify trends.				\$0.00
3	G2.B4.S1.A1	Collaborative planning 3 to 4 times a week. Teams will follow Collaborative Planning 2.0 protocol.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0251 - Bayshore Elementary School	Title I, Part A		\$1,000.00
			<i>Notes: Leadership Development</i>			
4	G2.B4.S2.A1	We will request support from the district office of teaching and learning for science/math/reading including targeting lower quartile students and learning gains in math/reading.				\$0.00
					<b>Total:</b>	<b>\$1,000.00</b>