

Lake County Schools

Beverly Shores Elementary School



2017-18 Schoolwide Improvement Plan

Beverly Shores Elementary School

1108 GRIFFIN RD, Leesburg, FL 34748

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

All students whom enter the school before 8:15 report to the cafeteria or PE pavilion. They are held in these locations until each grade level is dismissed in an orderly fashion. The teachers provide supervision by being at their doors and greeting students as they arrive to class each morning. During the school day students know they are to stay on the blue line as they pass on the sidewalk. After school, we dismiss car riders, bike riders, walkers, and E.L.C. with their respected staff members. Buses and day cares are then dismissed to a holding area in the front of the school where students are supervised until loaded onto their bus or day care van. It is our intent to follow all safe school procedures throughout the entire school day.

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

Beverly Shores utilizes Red Ribbon week to support drug prevention awareness. There is a bully box in place for students to report if they are being bullied or witnessed bullying. The MTSS process in place for BSE behavior during the 2016-17 school year had MTSS for behavior students identified through decision ed data. These students then followed the MTSS procedures for behavior students. This includes tier 2 interventions. For the 2017-18 school year MTSS can be initiated via teacher, counselor, or administrator referral and/or decision ed data. We follow the MTSS processes outlined

by the district utilizing the interventions available on our campus. For tier two these interventions include but are not limited to utilizing positive reinforcement for reaching behavior goal. Students at tier 3 have a FBA/BIP developed that leads to selection of the interventions that will be of best use for the student. Interventions available at tier 3 include mentoring, small group, and mindfulness with teacher support. All behavior interventions are progress monitored through class dojo and/or referrals or infractions.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

PBS (Positive Behavior Support) is in place to provide teachers with a system that will help keep students on task in the classroom and outside the classroom. PBS is a Lake County School initiative that Beverly Shores has adapted to fit our students needs and age. Beverly Shores Elementary promotes positive reinforcement with "Pride Bucks". Teachers also use a color code system that allows parents to see the color in their student's agenda and know if they had a good day, mediocre day or hard day. All teachers and staff utilize Class Dojo, an online program that provides students and parents with immediate feedback and aligns to a school-wide color code system. Students are expected to treat all teachers and staff members with respect at all times. BSE behavior expectation posters will be posted around campus and in classrooms. Teachers and staff also know that administrators are available when disciplinary protocols need to be addressed.

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

Beverly Shores Elementary has a character development team comprised of (1) Potential Specialists, (2) School Counselors, an Instructional Dean, and a PREP Academy Teacher.

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

Beverly Shores utilizes LEAPS lessons and is partnered with the Florida DOE as a pilot school for social emotional skills development. School counselors also make referrals to district contacted. Leaps includes simple and detailed assessment options as well as a large library of social, emotional, and behavioral lesson plans that are correlated to the appropriate child development standards. Leaps includes resources for all different learning ages, from kindergarten through high school. Beverly Shores Elementary takes a holistic approach in educating the whole child through a student B.A.S.E.D.(Behavioral, Academic, Social, Emotional, Development) approach and has a number of resources to offer our students:

- Potential Specialist (K-5)
- School mentoring program
- School Ambassadors program (K-Kids)
- Children's Clinical On-Site (CCOS) Counselors
- Family School Liaison (FSL)
- School psychologist
- School social worker
- Bereavement counselor
- Classroom Guidance
- Small Groups (social group) (anger group)
- Strong, United, Resilient Families (SURF) LifeStream program

3. Early Warning Systems

The school's response to this section may 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.

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

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

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

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	34	26	14	18	8	15	0	0	0	0	0	0	0	115
One or more suspensions	0	12	2	8	5	3	0	0	0	0	0	0	0	30
Course failure in ELA or Math	16	15	22	32	29	24	0	0	0	0	0	0	0	138
Level 1 on statewide assessment	0	0	0	33	28	31	0	0	0	0	0	0	0	92
Level 1 on state assessment Math	0	0	0	41	31	40	0	0	0	0	0	0	0	112
Level 1 on state assessment Sci	0	0	0	0	0	38	0	0	0	0	0	0	0	38

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

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

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

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

B. Family and Community Engagement

The school's response to this section may 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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/467550>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

Our 2017-2018 PIP is being revised on 10.3.17. We did not have an FSL and the county is coming out to assist our new hire. (9.29.17 - MG)

Our Volunteer and Tutor For Kids program have been a huge asset which have helped build and sustain partnerships with several local businesses. Our Character Development Team provides partnerships that support our school wide positive behavior system. (SWPBS)

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
Gordon, Monica	Principal
Rachel, Ashley	Instructional Coach
Ferguson, Lynda	Instructional Coach
Pivetz, Adriana	Instructional Coach
Holt, Kathy	Other
Baker, Thurman	School Counselor
Peterkin, Andrie	Instructional Coach
Bentley-Ponder, Samantha	School Counselor
Thompson, Valarie	Assistant Principal
Rednour, William (Andy)	Assistant Principal
Montez, Lueverne	Dean

b. Duties

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

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

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

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

Teachers will receive support from instructional coaches and the CRT. Teachers will conduct data chats on a regular basis to discuss and analyze student data. Teachers will provide artifacts that show alignment with standards based instruction during their Wednesday Admin PLCs. To improve the fidelity of writing instruction in response to text across all content areas teachers will work with instructional coaches to create exemplars to be used to calibrate the scoring of student writing.

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Monica Gordon	Principal
Calvin Brown	Teacher
Arnold Eugene Jr	Parent
Samone Price	Parent
Lynda Ferguson	Teacher
Shyam Ragunauth	Teacher
Melissa Murphy	Teacher
Laura Teodoro	Parent
Kathrina Perkins	Parent
Priscilla Scherrah	Business/Community
Mona Hill	Teacher
Derek Lamas	Parent
Socrates Casternopoulos	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

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

b. Development of this school improvement plan

Parents will be asked to collaborate with the leadership team to assist with the final document prior to submission to the state. The 2017-2018 SIP will be reviewed, finalized, and submitted during the first part of the school year with SAC members.

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

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

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

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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Rachel, Ashley	Instructional Coach
Ferguson, Lynda	Instructional Coach
Pivetz, Adriana	Instructional Coach
Peterkin, Andrie	Instructional Coach

b. Duties

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

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

D. Public and Collaborative Teaching

The school's 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.

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

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

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

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

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

All content area instruction, kindergarten through 5th grade, is directly correlated to the current Florida Standards. The adopted curricula supply a portion of the needed research based resources that are necessary for success in combination with links to additional research based resources that are evident on the county blueprints such as CPALMs. SAI funds will be utilized to renew the Flocabulary license, a computer program, that increases student vocabulary skills across all content areas.

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

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

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The use of Kagan Cooperative Structures is evident across the campus and ensures that there is continual differentiated instruction. Kagan is researched based and combines not only instructional

support but also methods for grouping students in teams while considering their learning styles, current levels, and needs.

All teachers will utilize student data to set flexible groups for differentiated instruction. SAI funds will be utilized to purchase Time for Kids to supplement classroom resources for small group instruction in remediating lower quartile students in ELA. Students will also have an opportunity to utilize i-Ready math which provides individualized learning for students based on their skill deficiencies and strengths.

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

Both Collaborative and SAI funds will be utilized to fund writing teams that will focus on analyzing student data to inform instruction and monitor student achievement.

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: 3,420

Title I funds will be used to develop and run the after school tutoring program for grades 2-5 at Beverly Shores Elementary

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Ferguson, Lynda , fergusonl@lake.k12.fl.us

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may 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.

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

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

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

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

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

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

To facilitate transitioning 5th grade students as well as incoming KG students education meetings regarding articulation are held in the spring. Stakeholders for this meeting include parents, ESE Specialist from both campuses, ESE teachers from the sending campus, Administrator, School Counselor, and any other stakeholders needed for the success of the individual child. Students are also welcomed to attend the meeting if parent request. Topics discussed during articulation meetings include student goals, student strengths and weakness, health concerns, and scheduling.

b. College and Career Readiness

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

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

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

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

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

II. Needs Assessment

The school's completion of this 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.** Beverly Shores Elementary School will understand, plan, and deliver rigorous, standards based instruction by monitoring and supporting consistent, high quality instruction with an increase in Authentic Literacy and collaboration opportunities for all teachers.
- G2.** Beverly Shores Elementary will utilize data to inform instruction, consistently monitor academic growth and provide relevant interventions in ELA, Math and Science.
- G3.** Beverly Shores Elementary will maintain a safe and positive learning environment, community partnerships and increase parental engagement

Strategic Goals Detail

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

G1. Beverly Shores Elementary School will understand, plan, and deliver rigorous, standards based instruction by monitoring and supporting consistent, high quality instruction with an increase in Authentic Literacy and collaboration opportunities for all teachers. 1a

G097830

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0
FSA Mathematics Achievement	55.0
Statewide Science Assessment Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Transfer of knowledge of standards into delivery of high quality, rigorous instruction, and daily opportunities for authentic literacy are not consistently occurring.
- Some teachers lack a full understanding of the gradual release process.
- Some teachers lack a full understanding of problem based learning and what that looks like.

Resources Available to Help Reduce or Eliminate the Barriers 2

- CPALMS
- State approved curriculum - McGraw Hill, Pearson
- Thinking Maps and Thinking Maps Trainers
- Updated District created Scope & Sequence and Blueprints
- State Test Item Specifications
- Knowledgeable Instructional Coaches
- Curriculum Associates Materials (LAFS, MAFS, Zoom-In)
- Teacher led Common Planning
- Two computer labs for classes to utilize on a weekly basis.
- I-Ready ELA Toolbox
- i-Ready Math Computer based lessons
- Triumph Learning Materials (Instruction Coach, Support Coach, FSA Practice Coach)

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Monica Gordon

Schedule

Monthly, from 10/9/2017 to 5/25/2018

Evidence of Completion

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

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

G097831

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Some teachers are unfamiliar with how to utilize their student data to create instructional groups, provide relevant interventions and drive instructional decisions.
- Teachers do not have an easy way to do item analysis on grade level common assessments.
- Data indicates some students gaps are so significant they continue failing core academic subjects.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Leadership Team
- I-Ready
- Eduphoria
- Envision Math Diagnosis and Intervention System 2.0
- McGraw Hill Wonders Intervention Book

Plan to Monitor Progress Toward G2. 8

Monthly/quarterly data from I-ready, STAR, grade level common assessments, and report card grades will be compared and analyzed to verify that student growth is occurring across all grade levels.

Person Responsible

Monica Gordon

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Instructional program reports, FSA achievement

G3. Beverly Shores Elementary will maintain a safe and positive learning environment, community partnerships and increase parental engagement 1a

G097832

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0

Targeted Barriers to Achieving the Goal 3

- Some returning teachers and new teachers are in need of additional support in implementing the discipline matrix with fidelity.
- Even with the discipline matrix in place some students have not shown success with interventions
- The various elements of our positive behavior support system are cumbersome which is preventing it from becoming culturally embedded.
- Parents are unaware of the difference between parental involvement versus parental engagement
- Some business closures have affected our number of community partnerships

Resources Available to Help Reduce or Eliminate the Barriers 2

- Child Safety Matters curriculum
- Omega Man assembly
- Instructional Dean
- PBS Program - MTSS Behavior
- Class Dojo
- K-2 and 3-5 Potential Specialists
- Family School Liaison
- Website
- SAC
- Leadership Team

Plan to Monitor Progress Toward G3. 8

Review of EWS, discipline data, Parent Academy attendance and Community Partnership increase

Person Responsible

Monica Gordon

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Leadership Meeting agendas, minutes, EWS reports, SIP binder artifacts

Action Plan for Improvement

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

Problem Solving Key


G = Goal

B =
Barrier


S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Beverly Shores Elementary School will understand, plan, and deliver rigorous, standards based instruction by monitoring and supporting consistent, high quality instruction with an increase in Authentic Literacy and collaboration opportunities for all teachers. **1**

 G097830

G1.B1 Transfer of knowledge of standards into delivery of high quality, rigorous instruction, and daily opportunities for authentic literacy are not consistently occurring. **2**

 B263068

G1.B1.S1 Instructional coaches will utilize the coaching cycle to ensure teachers are delivering high quality, rigorous standards based instruction and incorporating more opportunities for Authentic Literacy.

4

 S278533

Strategy Rationale

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

Action Step 1 **5**

Instructional coaches will support teachers as needed during their team led common planning utilizing the Blueprints and Item Specifications to determine what lesson delivery should look like.

Person Responsible

Lynda Ferguson

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Team Planning Notes, Sign-in sheets, agenda, lesson plans

Action Step 2 5

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

Person Responsible

Ashley Rachel

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Coaching cycle form (pre/post), teacher reflection, follow-up discussion notes, meeting schedule

Action Step 3 5

Create a model classroom observation schedule.

Person Responsible

Adriana Pivetz

Schedule

Monthly, from 10/9/2017 to 5/25/2018

Evidence of Completion

schedule, coach referral form, teacher request forms

Action Step 4 5

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

Person Responsible

Andrie Peterkin

Schedule

Monthly, from 10/9/2017 to 5/25/2018

Evidence of Completion

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

Action Step 5 5

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

Person Responsible

Valarie Thompson

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

coach referral form, CWT data

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

Administration will review observation schedule, coaches logs

Person Responsible

William (Andy) Rednour

Schedule

Monthly, from 10/9/2017 to 5/25/2018

Evidence of Completion

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

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

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

Person Responsible

Monica Gordon

Schedule

Monthly, from 10/9/2017 to 5/25/2018

Evidence of Completion

Classroom walkthrough data, student data/artifacts

G1.B1.S2 Administration will utilize targeted feedback to support the coaching cycle. 4

S278534

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Monica Gordon

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Coaching cycle forms, targeted feedback, teacher reflections

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

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

Person Responsible

Monica Gordon

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

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

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

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

Person Responsible

William (Andy) Rednour

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Classroom walkthrough data, TEAM evaluation, instructional coaches input

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

B263069

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

S278535

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Adriana Pivetz

Schedule

Monthly, from 10/9/2017 to 5/25/2018

Evidence of Completion

Gradual release observation schedule, coach referral form, teacher request form

Action Step 2 5

Instructional coaches will accompany teachers to observe a demonstration lesson showing gradual release with specific "look fors" during the lesson.

Person Responsible

Andrie Peterkin

Schedule

Monthly, from 10/9/2017 to 5/25/2018

Evidence of Completion

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

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

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

Person Responsible

Valarie Thompson

Schedule

Weekly, from 10/9/2017 to 5/25/2018

Evidence of Completion

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

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

Administration will analyze data from teacher observations with a focus on the 6 key elements in Domain 1.

Person Responsible

Monica Gordon

Schedule

Monthly, from 10/9/2017 to 5/25/2018

Evidence of Completion

6 key elements on TEAM observation form

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

 B263070

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

 S278536

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Adriana Pivetz

Schedule

Monthly, from 10/9/2017 to 5/25/2018

Evidence of Completion

Problem based learning observation schedule, coach referral forms, teacher request forms

Action Step 2 **5**

Instructional coaches will accompany teachers to observe a demonstration lesson with successful Problem Based Learning strategies with "look for" form.

Person Responsible

Andrie Peterkin

Schedule

Monthly, from 10/9/2017 to 5/25/2018

Evidence of Completion

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

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

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

Person Responsible

William (Andy) Rednour

Schedule

Weekly, from 10/9/2017 to 5/25/2018

Evidence of Completion

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

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

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

Person Responsible

Monica Gordon

Schedule

Biweekly, from 10/9/2017 to 5/25/2018

Evidence of Completion

Classroom walkthrough data/notes

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

G097831

G2.B1 Some teachers are unfamiliar with how to utilize their student data to create instructional groups, provide relevant interventions and drive instructional decisions. 2

B263071

G2.B1.S1 Teachers will collaboratively review data during their grade level meetings and during their Wednesday admin PLCs. 4

S278537

Strategy Rationale

If teachers are reviewing their data on a regular basis, then they will become proficient in utilizing their data to create instructional groups and inform their instructional decisions while consistently monitoring academic growth.

Action Step 1 5

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

Person Responsible

Lynda Ferguson

Schedule

Semiannually, from 10/18/2017 to 5/25/2018

Evidence of Completion

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

Action Step 2 5

Teachers will utilize i-Ready data and common assessment data to identify students for remediation, maintenance and enrichment and collaboratively create mini-lessons for grade level TAs to utilize with identified students.

Person Responsible

Ashley Rachel

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

I-ready and common assessment data, small group lesson plans

Action Step 3 5

Teachers will collaboratively review student artifacts to assess standards mastery during team planning and Admin PLCs on Wednesdays.

Person Responsible

Monica Gordon

Schedule

Biweekly, from 10/11/2017 to 5/25/2018

Evidence of Completion

Planning agenda, sign-in sheets, standards checklist, planning meeting notes

Action Step 4 5

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

Person Responsible

Monica Gordon

Schedule

Evidence of Completion

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

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

Admin will review PD PowerPoints, small group lesson plans, district and school based assessment data and student artifact data.

Person Responsible

Monica Gordon

Schedule

Biweekly, from 10/4/2017 to 5/25/2018

Evidence of Completion

PD PowerPoints/Agendas/Sign-in Sheets, small group lesson plans, standards checklist, district and common assessment data reports

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

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

Person Responsible

Valarie Thompson


Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

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

G2.B2 Teachers do not have an easy way to do item analysis on grade level common assessments. **2**

 B263072

G2.B2.S1 Grade level common assessment answer keys will be entered into Eduphoria with questions correlated to grade level content standards. **4**

 S278538

Strategy Rationale

If teachers can utilize Eduphoria to pull item analysis reports on grade level common assessments then they will be better able to use data to inform their instruction and consistently monitor student growth.

Action Step 1 **5**

Instructional coaches will receive training on how to create answer keys aligned with content standards in Eduphoria.

Person Responsible

Lynda Ferguson

Schedule

Monthly, from 8/28/2017 to 12/21/2017

Evidence of Completion

PD PowerPoint, agendas, sign-in sheets, answer keys in Eduphoria

Action Step 2 **5**

Instructional Coaches will create and enter grade level common assessment answer keys into Eduphoria.

Person Responsible

Lynda Ferguson

Schedule

Monthly, from 10/9/2017 to 5/25/2018

Evidence of Completion

answer keys, Eduphoria reports

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

Admin will review PD Powerpoints and Eduphoria data reports.

Person Responsible

Monica Gordon

Schedule

Monthly, from 10/9/2017 to 5/25/2018

Evidence of Completion

PD PowerPoint, agenda, sign-in sheet, common assessment reports from Eduphoria

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

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

Person Responsible

Monica Gordon

Schedule

Monthly, from 10/16/2017 to 5/25/2018

Evidence of Completion

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

G2.B3 Data indicates some students gaps are so significant they continue failing core academic subjects.

2

B263073

G2.B3.S1 Beverly Shores Elementary will offer a Retention Prevention program for those students with failing grades for a 9 weeks grading period. 4

S278539

Strategy Rationale

If students receive intensive remediation and acceleration in academic areas where they are failing the number of failing students per 9 weeks will be reduced.

Action Step 1 5

Students will be identified for the Retention Prevention program by review report cards at the end of each 9 weeks.

Person Responsible

Thurman Baker

Schedule

Quarterly, from 10/23/2017 to 5/25/2018

Evidence of Completion

Copies of report cards, spreadsheet with identified students

Action Step 2 5

Highly qualified teachers will be hired to work in the Retention Prevention program

Person Responsible

Samantha Bentley-Ponder

Schedule

Quarterly, from 10/23/2017 to 5/25/2018

Evidence of Completion

Searchsoft printout of applicants, interview questionnaires

Action Step 3 5

Highly qualified teachers will work with students in the prevention Retention Prevention program which will run 4 Saturdays per 9 weeks for 3 hours per day.

Person Responsible

Thurman Baker

Schedule

Quarterly, from 10/23/2017 to 5/25/2018

Evidence of Completion

SearchSoft print out of applicants, teacher time sheets, student artifacts & assessments

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

The program implementation will be monitored by looking at the number of failing students and the number of students that have been invited and the number of teachers hired to provide remediation/acceleration instruction.

Person Responsible

Lueverne Montez

Schedule

Monthly, from 10/23/2017 to 5/25/2018

Evidence of Completion

List of failing students, program enrollment lists, hired teacher lists, timesheets

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Students will produce artifacts and reassess on the skills where they were exhibiting deficiencies.

Person Responsible

Lueverne Montez

Schedule

Weekly, from 10/23/2017 to 5/25/2018

Evidence of Completion

Student artifacts, skill reassessment grades, improvement in subject area grades

G3. Beverly Shores Elementary will maintain a safe and positive learning environment, community partnerships and increase parental engagement **1**

 G097832

G3.B1 Some returning teachers and new teachers are in need of additional support in implementing the discipline matrix with fidelity. **2**

 B263074

G3.B1.S1 Teachers will be provided with support in understanding and implementing the discipline matrix with fidelity. **4**

 S278540

Strategy Rationale

If teacher understanding of how to follow the discipline matrix is increased, then the number of student infractions will decrease.

Action Step 1 **5**

Provide Discipline Matrix training/support for teachers.

Person Responsible

William (Andy) Rednour

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Sign-in Sheets, Teacher Handbook, Presentations

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

Admin will review training PowerPoints and schedules.

Person Responsible

Valarie Thompson

Schedule

Monthly, from 10/18/2017 to 5/25/2018

Evidence of Completion

PowerPoints, sign-in sheets, agenda

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

Compare discipline/infraction reports monthly for trend analysis

Person Responsible

Monica Gordon

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Discipline/infraction Data, monthly reports, Leadership meeting minutes, SIP binder artifacts

G3.B2 Even with the discipline matrix in place some students have not shown success with interventions

2

B263075

G3.B2.S1 Teachers received SEDNET training to give additional strategies for students showing signs of distress. 4

S278541

Strategy Rationale

If teachers utilize strategies learned from the SEDNET training, then students will experience success with managing their behaviors.

Action Step 1 5

Teachers will receive SEDNET Training

Person Responsible

Lueverne Montez

Schedule

Semiannually, from 8/3/2017 to 1/29/2018

Evidence of Completion

SEDNET Trainer purchase order, PowerPoints and sign-in sheets

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

Administration will review SEDNET Training PowerPoint and schedule

Person Responsible

Monica Gordon

Schedule

Semiannually, from 8/3/2017 to 1/31/2018

Evidence of Completion

Sign-in sheet, PowerPoint, schedule

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

Administration will review the Student Infraction report

Person Responsible

William (Andy) Redhour

Schedule

Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Monthly print-outs of the Student Infraction report from Decision Ed

G3.B2.S2 The P.R.E.P Academy was established to provide a more in-depth support to students who still do not demonstrate success after receiving discipline matrix interventions. 4

S278542

Strategy Rationale

If students receive additional support from the PREP Academy, then students will be able to return to their mainstream classroom and experience success.

Action Step 1 5

Review the discipline infraction data to identify potential PREP Academy candidates

Person Responsible

Valarie Thompson

Schedule

Biweekly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Student Infraction Report

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Administration will review the PREP Academy students Behavior Plans to track their Academic and Behavior Short and Long Term goals.

Person Responsible

Lueverne Montez

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student Behavior Plans, PREP Academy Placement meeting sign-in sheet and minutes, Transition Goals form

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Administration will monitor PREP Academy students Behavior Plan and Short/Long Term Goals

Person Responsible

Monica Gordon

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

PREP Academy students Transition Goals form and Behavior Plan, and Student Infraction report

G3.B3 The various elements of our positive behavior support system are cumbersome which is preventing it from becoming culturally embedded. 2

B263076

G3.B3.S1 School wide positive behavior support system will be streamlined. 4

S278543

Strategy Rationale

If our positive behavior support system was streamlined, then teachers would have a better understanding of the system and would implement with fidelity.

Action Step 1 5

PBS committee will work on streamlining our positive behavior support system and create a common school language.

Person Responsible

Lueverne Montez

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Committee meeting minutes, sign-in sheet, email communication, new PBS system, images of PBS language (posters)

Action Step 2 5

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

Person Responsible

Lueverne Montez

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

PBS/Dojo Participant lists, images of PBS tangible resources,

Action Step 3 5

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

Person Responsible

Lueverne Montez

Schedule

Monthly, from 10/16/2017 to 5/25/2018

Evidence of Completion

PBS/Dojo Participant lists, images of PBS resources

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

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

Person Responsible

Valarie Thompson

Schedule

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

Evidence of Completion

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

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

Review EWS data monthly with specific feedback to teachers

Person Responsible

Valarie Thompson

Schedule

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

Evidence of Completion

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

G3.B4 Parents are unaware of the difference between parental involvement versus parental engagement

2

B263077

G3.B4.S1 Beverly Shores Elementary will establish a Parent Academy. 4

S278544

Strategy Rationale

If parents attend the Parent Academy, then parents will receive support with understanding parental engagement versus parental involvement.

Action Step 1 5

BSE will form a Parent Academy and facilitate Educational Social Emotional Learning events to increase parental engagement and provide resources for parent/families.

Person Responsible

Samantha Bentley-Ponder

Schedule

Monthly, from 11/8/2017 to 5/25/2018

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Thurman Baker

Schedule

Weekly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Literature, Supply/Dress Code lists, At-A-Glance, Parent/Student Handbook, Monthly Newsletters

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Administration will meet with the School Counselors, Instructional Dean and Family School Liaison to discuss the progress of the parent academy.

Person Responsible

Monica Gordon

Schedule

Monthly, from 11/1/2017 to 5/25/2018

Evidence of Completion

Meeting notes, parent academy sign-in sheets, PowerPoints, flyers

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Administration will monitor attendance of parent academy meetings, academic gains, increase in parental engagement

Person Responsible

Monica Gordon

Schedule

Triannually, from 11/13/2017 to 5/25/2018


Evidence of Completion

Sign-in sheets, parent climate survey results

G3.B5 Some business closures have affected our number of community partnerships **2**

 B263078

G3.B5.S1 Create a Business Partnership letter to solicit community support. **4**

 S278545

Strategy Rationale

If we solicit additional community support, then we will be able to increase the amount of community partnerships.

Action Step 1 **5**

Contact Community Partners

Person Responsible

Calvin Brown

Schedule

Monthly, from 10/9/2017 to 5/25/2018

Evidence of Completion

partnership letters, phone scripts, contact log

Plan to Monitor Fidelity of Implementation of G3.B5.S1 **6**

Create and maintain a spreadsheet of our community partnerships

Person Responsible

Lueverne Montez

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Updated spreadsheet of community partnerships

Plan to Monitor Effectiveness of Implementation of G3.B5.S1 7

Maintain communication with community partnerships

Person Responsible

Lueverne Montez

Schedule

Quarterly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Communication log

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.A4 A375286	The leadership team will model effective use of data during common planning, faculty meetings and...	Gordon, Monica	No Start Date	School-wide data reports, faculty meeting agendas/sign-in sheets, teacher planning documents	No End Date one-time
G3.B3.S1.MA1 M405376	Review EWS data monthly with specific feedback to teachers	Thompson, Valarie	8/10/2016	PBS rewards participant list, Classroom behavior charts, EWS data,	5/24/2017 monthly
G3.B3.S1.MA1 M405377	Review the professional development PowerPoint, sign-in sheets and schedule.	Thompson, Valarie	8/17/2016	School-wide Dojo Level Ladders, PD sign-in, PBS Committee minutes, calendar of rewards/incentives	5/24/2017 weekly
G2.B2.S1.A1 A375287	Instructional coaches will receive training on how to create answer keys aligned with content...	Ferguson, Lynda	8/28/2017	PD PowerPoint, agendas, sign-in sheets, answer keys in Eduphoria	12/21/2017 monthly
G3.B2.S1.A1 A375293	Teachers will receive SEDNET Training	Montez, Lueverne	8/3/2017	SEDNET Trainer purchase order, PowerPoints and sign-in sheets	1/29/2018 semiannually
G3.B2.S1.MA1 M405373	Administration will review SEDNET Training PowerPoint and schedule	Gordon, Monica	8/3/2017	Sign-in sheet, PowerPoint, schedule	1/31/2018 semiannually
G1.MA1 M405362	Classrooms will show evidence of rigorous, standards based instruction, increased student...	Gordon, Monica	10/9/2017	Quality of student work, quality of instruction, data from instruction the instructional programs I-Ready and FSA achievement scores.	5/25/2018 monthly
G2.MA1 M405369	Monthly/quarterly data from I-ready, STAR, grade level common assessments, and report card grades...	Gordon, Monica	10/2/2017	Instructional program reports, FSA achievement	5/25/2018 monthly
G3.MA1 M405382	Review of EWS, discipline data, Parent Academy attendance and Community Partnership increase	Gordon, Monica	8/10/2017	Leadership Meeting agendas, minutes, EWS reports, SIP binder artifacts	5/25/2018 monthly
G1.B1.S1.MA1 M405354	Administration will monitor the effectiveness and consistency of support provided by coaches to...	Gordon, Monica	10/9/2017	Classroom walkthrough data, student data/artifacts	5/25/2018 monthly
G1.B1.S1.MA1 M405355	Administration will review observation schedule, coaches logs	Rednour, William (Andy)	10/9/2017	"Look for" forms with reflections, coaches logs, instructional modeling schedule, coaching cycle schedule	5/25/2018 monthly
G1.B1.S1.A1 A375273	Instructional coaches will support teachers as needed during their team led common planning...	Ferguson, Lynda	8/14/2017	Team Planning Notes, Sign-in sheets, agenda, lesson plans	5/25/2018 monthly
G1.B1.S1.A2 A375274	Instructional coaches will provide teachers with additional support in the delivery of standards...	Rachel, Ashley	8/14/2017	Coaching cycle form (pre/post), teacher reflection, follow-up discussion notes, meeting schedule	5/25/2018 monthly
G1.B1.S1.A3 A375275	Create a model classroom observation schedule.	Pivetz, Adriana	10/9/2017	schedule, coach referral form, teacher request forms	5/25/2018 monthly
G1.B1.S1.A4 A375276	Instructional coaches will accompany teachers to model classrooms to observe teaching to the full...	Peterkin, Andrie	10/9/2017	"Look fors" checklists, pre/post meeting notes, teacher reflection forms, monthly schedule of observations	5/25/2018 monthly
G1.B1.S1.A5 A375277	Administration will observe identified model teachers to ensure they are truly "model".	Thompson, Valarie	10/2/2017	coach referral form, CWT data	5/25/2018 monthly
G1.B2.S1.MA1 M405358	Administration will analyze data from teacher observations with a focus on the 6 key elements in...	Gordon, Monica	10/9/2017	6 key elements on TEAM observation form	5/25/2018 monthly
G1.B2.S1.MA1 M405359	Administration and instructional coaches will review walk through schedule and "look for" forms...	Thompson, Valarie	10/9/2017	Meeting agendas/sign-in sheets/ minutes, observation schedule, teacher reflections/look for forms	5/25/2018 weekly
G1.B2.S1.A1 A375279	Create a schedule for teachers to observe a gradual release lesson.	Pivetz, Adriana	10/9/2017	Gradual release observation schedule, coach referral form, teacher request form	5/25/2018 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
G1.B2.S1.A2 A375280	Instructional coaches will accompany teachers to observe a demonstration lesson showing gradual...	Peterkin, Andrie	10/9/2017	Reflection checklist, gradual release look for form, pre/post meeting notes, schedule of observations	5/25/2018 monthly
G1.B3.S1.MA1 M405360	Leadership team will look for evidence of increased student engagement and inquiry in math lessons...	Gordon, Monica	10/9/2017	Classroom walkthrough data/notes	5/25/2018 biweekly
G1.B3.S1.MA1 M405361	Instructional coaches and administration will look for evidence of problem based learning during...	Rednour, William (Andy)	10/9/2017	Meeting agendas/sign-in sheets/ minutes, observation schedule, teacher reflections/look for forms	5/25/2018 weekly
G1.B3.S1.A1 A375281	Create a schedule for teachers to observe a problem based learning lesson.	Pivetz, Adriana	10/9/2017	Problem based learning observation schedule, coach referral forms, teacher request forms	5/25/2018 monthly
G1.B3.S1.A2 A375282	Instructional coaches will accompany teachers to observe a demonstration lesson with successful...	Peterkin, Andrie	10/9/2017	Reflection checklist, problem based learning look for form, pre/post meeting notes, schedule of observations	5/25/2018 monthly
G2.B1.S1.MA1 M405363	The leadership team will review student data to look for growth.	Thompson, Valarie	10/2/2017	Student data sheets, small group/ centers lesson plans, standards checklists	5/25/2018 monthly
G2.B1.S1.MA1 M405364	Admin will review PD PowerPoints, small group lesson plans, district and school based assessment...	Gordon, Monica	10/4/2017	PD PowerPoints/Agendas/Sign-in Sheets, small group lesson plans, standards checklist, district and common assessment data reports	5/25/2018 biweekly
G2.B1.S1.A1 A375283	Teachers will receive professional development on how to pull reports from i-Ready, Eduphoria and...	Ferguson, Lynda	10/18/2017	PD Agenda/PowerPoints, PD sign-in sheets, lesson plans and small group documentation	5/25/2018 semiannually
G2.B1.S1.A2 A375284	Teachers will utilize i-Ready data and common assessment data to identify students for remediation,...	Rachel, Ashley	10/2/2017	I-ready and common assessment data, small group lesson plans	5/25/2018 monthly
G2.B1.S1.A3 A375285	Teachers will collaboratively review student artifacts to assess standards mastery during team...	Gordon, Monica	10/11/2017	Planning agenda, sign-in sheets, standards checklist, planning meeting notes	5/25/2018 biweekly
G2.B2.S1.MA1 M405365	The leadership team will review student data to look for growth.	Gordon, Monica	10/16/2017	Student data sheets, small group/ centers lesson plans, standards checklists	5/25/2018 monthly
G2.B2.S1.MA1 M405366	Admin will review PD Powerpoints and Eduphoria data reports.	Gordon, Monica	10/9/2017	PD PowerPoints, agenda, sign-in sheet, common assessment reports from Eduphoria	5/25/2018 monthly
G2.B2.S1.A2 A375288	Instructional Coaches will create and enter grade level common assessment answer keys into...	Ferguson, Lynda	10/9/2017	answer keys, Eduphoria reports	5/25/2018 monthly
G2.B3.S1.MA1 M405367	Students will produce artifacts and reassess on the skills where they were exhibiting deficiencies.	Montez, Lueverne	10/23/2017	Student artifacts, skill reassessment grades, improvement in subject area grades	5/25/2018 weekly
G2.B3.S1.MA1 M405368	The program implementation will be monitored by looking at the number of failing students and the...	Montez, Lueverne	10/23/2017	List of failing students, program enrollment lists, hired teacher lists, timesheets	5/25/2018 monthly
G2.B3.S1.A1 A375289	Students will be identified for the Retention Prevention program by review report cards at the end...	Baker, Thurman	10/23/2017	Copies of report cards, spreadsheet with identified students	5/25/2018 quarterly
G2.B3.S1.A2 A375290	Highly qualified teachers will be hired to work in the Retention Prevention program	Bentley-Ponder, Samantha	10/23/2017	Searchsoft printout of applicants, interview questionnaires	5/25/2018 quarterly
G2.B3.S1.A3 A375291	Highly qualified teachers will work with students in the prevention Retention Prevention program...	Baker, Thurman	10/23/2017	SearchSoft print out of applicants, teacher time sheets, student artifacts & assessments	5/25/2018 quarterly
G3.B1.S1.MA1 M405370	Compare discipline/infraction reports monthly for trend analysis	Gordon, Monica	10/2/2017	Discipline/infraction Data, monthly reports, Leadership meeting minutes, SIP binder artifacts	5/25/2018 monthly
G3.B1.S1.MA1 M405371	Admin will review training PowerPoints and schedules.	Thompson, Valarie	10/18/2017	PowerPoints, sign-in sheets, agenda	5/25/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1 A375292	Provide Discipline Matrix training/ support for teachers.	Rednour, William (Andy)	10/2/2017	Sign-in Sheets, Teacher Handbook, Presentations	5/25/2018 monthly
G3.B2.S1.MA1 M405372	Administration will review the Student Infraction report	Rednour, William (Andy)	8/3/2017	Monthly print-outs of the Student Infraction report from Decision Ed	5/25/2018 monthly
G3.B3.S1.A1 A375295	PBS committee will work on streamlining our positive behavior support system and create a common...	Montez, Lueverne	9/1/2017	Committee meeting minutes, sign-in sheet, email communication, new PBS system, images of PBS language (posters)	5/25/2018 monthly
G3.B3.S1.A2 A375296	Providing tangible resources (class and lunch behavior tracking charts, PRIDE bucks, etc) to...	Montez, Lueverne	10/2/2017	PBS/Dojo Participant lists, images of PBS tangible resources,	5/25/2018 monthly
G3.B3.S1.A3 A375297	Student incentives will be provided bi-monthly to promote positive behavior and a safe learning...	Montez, Lueverne	10/16/2017	PBS/Dojo Participant lists, images of PBS resources	5/25/2018 monthly
G3.B4.S1.MA1 M405378	Administration will monitor attendance of parent academy meetings, academic gains, increase in...	Gordon, Monica	11/13/2017	Sign-in sheets, parent climate survey results	5/25/2018 triannually
G3.B4.S1.MA1 M405379	Administration will meet with the School Counselors, Instructional Dean and Family School Liaison...	Gordon, Monica	11/1/2017	Meeting notes, parent academy sign-in sheets, PowerPoints, flyers	5/25/2018 monthly
G3.B4.S1.A1 A375298	BSE will form a Parent Academy and facilitate Educational Social Emotional Learning events to...	Bentley-Ponder, Samantha	11/8/2017	Parent Academy agendas and minutes, created resources, sign-in sheets	5/25/2018 monthly
G3.B4.S1.A2 A375299	Parents will be supplied with different types of school literature: Supply/Dress Code lists,...	Baker, Thurman	10/2/2017	Literature, Supply/Dress Code lists, At-A-Glance, Parent/Student Handbook, Monthly Newsletters	5/25/2018 weekly
G3.B5.S1.MA1 M405380	Maintain communication with community partnerships	Montez, Lueverne	10/2/2017	Communication log	5/25/2018 quarterly
G3.B5.S1.MA1 M405381	Create and maintain a spreadsheet of our community partnerships	Montez, Lueverne	10/2/2017	Updated spreadsheet of community partnerships	5/25/2018 monthly
G3.B5.S1.A1 A375300	Contact Community Partners	Brown, Calvin	10/9/2017	partnership letters, phone scripts, contact log	5/25/2018 monthly
G1.B1.S2.MA1 M405356	Classroom walkthrough data and TEAM data will be analyzed to determine if high quality, rigorous...	Rednour, William (Andy)	10/2/2017	Classroom walkthrough data, TEAM evaluation, instructional coaches input	5/25/2018 monthly
G1.B1.S2.MA1 M405357	Administration will keep a log of all teachers that have received targeted feedback.	Gordon, Monica	10/2/2017	Log of teachers receiving targeted feedback, targeted feedback forms used with teachers	5/25/2018 monthly
G1.B1.S2.A1 A375278	Administration will meet with instructional coaches to discuss which teachers require further...	Gordon, Monica	10/2/2017	Coaching cycle forms, targeted feedback, teacher reflections	5/25/2018 monthly
G3.B2.S2.MA1 M405374	Administration will monitor PREP Academy students Behavior Plan and Short/Long Term Goals	Gordon, Monica	8/10/2017	PREP Academy students Transition Goals form and Behavior Plan, and Student Infraction report	5/25/2018 weekly
G3.B2.S2.MA1 M405375	Administration will review the PREP Academy students Behavior Plans to track their Academic and...	Montez, Lueverne	8/10/2017	Student Behavior Plans, PREP Academy Placement meeting sign-in sheet and minutes, Transition Goals form	5/25/2018 weekly
G3.B2.S2.A1 A375294	Review the discipline infraction data to identify potential PREP Academy candidates	Thompson, Valarie	9/5/2017	Student Infraction Report	5/25/2018 biweekly

V. Professional Development Opportunities

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

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

G2.B1 Some teachers are unfamiliar with how to utilize their student data to create instructional groups, provide relevant interventions and drive instructional decisions.

G2.B1.S1 Teachers will collaboratively review data during their grade level meetings and during their Wednesday admin PLCs.

PD Opportunity 1

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

Facilitator

Coaches

Participants

Classroom Teachers

Schedule

Semiannually, from 10/18/2017 to 5/25/2018

PD Opportunity 2

Teachers will utilize i-Ready data and common assessment data to identify students for remediation, maintenance and enrichment and collaboratively create mini-lessons for grade level TAs to utilize with identified students.

Facilitator

Coaches

Participants

Classroom Teachers

Schedule

Monthly, from 10/2/2017 to 5/25/2018

PD Opportunity 3

Teachers will collaboratively review student artifacts to assess standards mastery during team planning and Admin PLCs on Wednesdays.

Facilitator

Administration or Coaches

Participants

Classroom Teachers

Schedule

Biweekly, from 10/11/2017 to 5/25/2018

G2.B2 Teachers do not have an easy way to do item analysis on grade level common assessments.

G2.B2.S1 Grade level common assessment answer keys will be entered into Eduphoria with questions correlated to grade level content standards.

PD Opportunity 1

Instructional coaches will receive training on how to create answer keys aligned with content standards in Eduphoria.

Facilitator

Lynda Ferguson

Participants

Instructional Coaches, Admin

Schedule

Monthly, from 8/28/2017 to 12/21/2017

PD Opportunity 2

Instructional Coaches will create and enter grade level common assessment answer keys into Eduphoria.

Facilitator

Lynda Ferguson

Participants

Instructional Coaches

Schedule

Monthly, from 10/9/2017 to 5/25/2018

G3. Beverly Shores Elementary will maintain a safe and positive learning environment, community partnerships and increase parental engagement

G3.B1 Some returning teachers and new teachers are in need of additional support in implementing the discipline matrix with fidelity.

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

PD Opportunity 1

Provide Discipline Matrix training/support for teachers.

Facilitator

William Rednour

Participants

Classroom Teacher

Schedule

Monthly, from 10/2/2017 to 5/25/2018

G3.B2 Even with the discipline matrix in place some students have not shown success with interventions

G3.B2.S1 Teachers received SEDNET training to give additional strategies for students showing signs of distress.

PD Opportunity 1

Teachers will receive SEDNET Training

Facilitator

Terri Cooper and Lueverne Montez

Participants

BSE Administration and Teachers

Schedule

Semiannually, from 8/3/2017 to 1/29/2018

G3.B4 Parents are unaware of the difference between parental involvement versus parental engagement

G3.B4.S1 Beverly Shores Elementary will establish a Parent Academy.

PD Opportunity 1

BSE will form a Parent Academy and facilitate Educational Social Emotional Learning events to increase parental engagement and provide resources for parent/families.

Facilitator

School Counselors (2), Instructional Dean

Participants

Parents

Schedule

Monthly, from 11/8/2017 to 5/25/2018

PD Opportunity 2

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

Facilitator

School Counselors(2), Instructional Coaches(4), and Instructional Dean

Participants

Parents

Schedule

Weekly, from 10/2/2017 to 5/25/2018

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	Instructional coaches will support teachers as needed during their team led common planning utilizing the Blueprints and Item Specifications to determine what lesson delivery should look like.				\$0.00
2	G1.B1.S1.A2	Instructional coaches will provide teachers with additional support in the delivery of standards based instruction through the use of the coaching cycle identifying teachers in need of support and creating a schedule for pushing in to the classroom and meeting with these teachers one-on-one.				\$0.00
3	G1.B1.S1.A3	Create a model classroom observation schedule.				\$0.00
4	G1.B1.S1.A4	Instructional coaches will accompany teachers to model classrooms to observe teaching to the full intent of the standards.				\$0.00
5	G1.B1.S1.A5	Administration will observe identified model teachers to ensure they are truly "model".				\$0.00
6	G1.B1.S2.A1	Administration will meet with instructional coaches to discuss which teachers require further assistance and then utilize targeted feedback to improve rigorous standards based instruction.				\$0.00
7	G1.B2.S1.A1	Create a schedule for teachers to observe a gradual release lesson.				\$0.00
8	G1.B2.S1.A2	Instructional coaches will accompany teachers to observe a demonstration lesson showing gradual release with specific "look fors" during the lesson.				\$0.00
9	G1.B3.S1.A1	Create a schedule for teachers to observe a problem based learning lesson.				\$0.00
10	G1.B3.S1.A2	Instructional coaches will accompany teachers to observe a demonstration lesson with successful Problem Based Learning strategies with "look for" form.				\$0.00
11	G2.B1.S1.A1	Teachers will receive professional development on how to pull reports from i-Ready, Eduphoria and STAR Reading.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300		0031 - Beverly Shores Elementary School			\$0.00
			<i>Notes: Notes</i>			
12	G2.B1.S1.A2	Teachers will utilize i-Ready data and common assessment data to identify students for remediation, maintenance and enrichment and collaboratively create mini-lessons for grade level TAs to utilize with identified students.				\$2,860.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300		0031 - Beverly Shores Elementary School			\$2,860.00
			<i>Notes: Collaborative Funds</i>			

13	G2.B1.S1.A3	Teachers will collaboratively review student artifacts to assess standards mastery during team planning and Admin PLCs on Wednesdays.				\$0.00
14	G2.B1.S1.A4	The leadership team will model effective use of data during common planning, faculty meetings and PLC's.				\$0.00
15	G2.B2.S1.A1	Instructional coaches will receive training on how to create answer keys aligned with content standards in Eduphoria.				\$0.00
16	G2.B2.S1.A2	Instructional Coaches will create and enter grade level common assessment answer keys into Eduphoria.				\$350.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300		0031 - Beverly Shores Elementary School			\$350.00
			<i>Notes: Notes</i>			
17	G2.B3.S1.A1	Students will be identified for the Retention Prevention program by review report cards at the end of each 9 weeks.				\$0.00
18	G2.B3.S1.A2	Highly qualified teachers will be hired to work in the Retention Prevention program				\$0.00
19	G2.B3.S1.A3	Highly qualified teachers will work with students in the prevention Retention Prevention program which will run 4 Saturdays per 9 weeks for 3 hours per day.				\$35,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		0031 - Beverly Shores Elementary School	Title, I Part A		\$35,000.00
			<i>Notes: Teachers will be paid \$30 per hour using object code 1930.</i>			
20	G3.B1.S1.A1	Provide Discipline Matrix training/support for teachers.				\$0.00
21	G3.B2.S1.A1	Teachers will receive SEDNET Training				\$0.00
22	G3.B2.S2.A1	Review the discipline infraction data to identify potential PREP Academy candidates				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0031 - Beverly Shores Elementary School			\$0.00
23	G3.B3.S1.A1	PBS committee will work on streamlining our positive behavior support system and create a common school language.				\$0.00
24	G3.B3.S1.A2	Providing tangible resources (class and lunch behavior tracking charts, PRIDE bucks, etc) to faculty and staff to support the positive behavior system school wide.				\$0.00
25	G3.B3.S1.A3	Student incentives will be provided bi-monthly to promote positive behavior and a safe learning environment.				\$0.00
26	G3.B4.S1.A1	BSE will form a Parent Academy and facilitate Educational Social Emotional Learning events to increase parental engagement and provide resources for parent/families.				\$2,500.00

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	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	500-Materials and Supplies	0031 - Beverly Shores Elementary School	Title, I Part A		\$2,500.00
			<i>Notes: Notes</i>			
27	G3.B4.S1.A2	Parents will be supplied with different types of school literature: Supply/Dress Code lists, At-A-Glance, Parent/Student Handbook, Newsletters				\$0.00
28	G3.B5.S1.A1	Contact Community Partners				\$0.00
					Total:	\$40,710.00