2013-2014 SCHOOL IMPROVEMENT PLAN

Bonita Springs Elementary School
10701 DEAN ST SE
Bonita Springs, FL 34135
239-992-0801
http://bne.leeschools.net//

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	97%

Alternative/ESE Center	Charter School	Minority Rate
No	No	94%

School Grades History

2013-14	2012-13	2011-12	2010-11
D	C	C	B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  ◦ Year 1 – declined to D, or first-time graded schools receiving a D
  ◦ Year 2 – second consecutive D, or F followed by a D
  ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  ◦ Year 1 – declined to F, or first-time graded schools receiving an F
  ◦ Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Bonita Springs Elementary School

Principal

David Short

School Advisory Council chair

Jill Hassel

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
David A. Short	Principal
Jami M. Browder	Assistant Principal
Taylor Locke	Teacher Leader
Beverlee Laney	Teacher Leader
Laurie Mastro	Resource Teacher

District-Level Information

District

Lee

Superintendent

Dr. Nancy J. Graham

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Jill Hassel - Chairperson
Taylor Locke - Teacher
Laurie Mastro - Teacher
David Short - Administrator
Laura Miller - Paraprofessional
Marta Romero - Information Specialist
Don Wilkinson - Community Member
Neely Hensley - Parent
Jack Smith - Business Partner
Anna Cuellar - Parent/Teacher
Bridget Burton - Parent
Cecilia Ortez - Parent

Involvement of the SAC in the development of the SIP

The SAC committee reviews and contributes to the development of the School Improvement Plan by giving feedback and support where needed.

Activities of the SAC for the upcoming school year

Annual Title 1 Meeting
Approval of SIP by board
Review of School Improvement Plan goals for the 2013-2014 school year
Title II Activities
Parent Involvement-monthly B-3 nights
BSE School/Student Data Analysis-Dashboard/School Accountability Reports
Dancing Classrooms
Further overview of MTSS
Annual Review of the Title 1 District Parent Involvement Plan for the 2013-2014 school year
A+ Team
Review /revise current Title 1 Compact for the 2013-2014 school year
Review/revise current Parent Involvement Plan for the 2013-2014 school year
SAC budget

Projected use of school improvement funds, including the amount allocated to each project

The SAC proposed to spend funding on headphones for our new mobile labs, library books, and supplies as needed.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

David Short		
Principal	Years as Administrator: 37	Years at Current School: 19

Credentials	BS in Elementary Education Ball State University MS degree in Elementary Education Specialist Degree in ElementaryEducation University of South Florida Certification Areas Elementary Education Driver's Education Administration/Supervision ESOL endorsement
Performance Record	2012-2013 Grade C Mastery % Level 3-5 Reading - 46 Math - 53 Writing - 34 Science - 36 Reading Gains - 62 Lowest 25% Reading Gains - 69 Math Gains - 68 Lowest 25% Math Gains - 68 2011-2012 Grade D Mastery % Level 3-5 Reading - 40 Math - 49 Writing - 83 Science - 40 Reading Gains - 49 Lowest 25% Reading Gains - 58 Math Gains - 52 Lowest 25% Math Gains - 54 2010-2011 GRADE B AYP 90% Met Mastery % SCHOOL GRADE Reading - 70 Math - 74 Writing - 75 Science - 40 AYP Writing - Met

Reading - White subgroup MET
Math - Total, White,Hispanic, Economically
disadvantaged, and ELL subgroups MET
Principal of Bonita Springs Elementaryschool in
2009-2010 Grade B AYP 87%
Mastery %
Reading 72
Math 73
Writing 80%
Science 40
AYP
Reading-only white subgroup met
math - total, white, hispanic, and
economically disadvantaged met ayp
2008-09.
Grade: C
Reading Mastery: 79%
Math Mastery: 67%
Science Mastery: 50%
Writing Mastery: 80%
AYP: All subgroups made AYP in Reading;
Total, Hispanic, Economically
Disadvantaged and ELL did not make AYP
in Math
2007-08:
Grade: B
Reading Mastery: 70%
Math Mastery: 67%
Science Mastery: 26%
Writing Mastery: 91%
AYP: All subgroups made AYP except for
Hispanic in Reading.
All subgroups made AYP in

Jami Browder		
Asst Principal	Years as Administrator: 5	Years at Current School: 9

Credentials	BS degree in Elementary Education from Florida State University MS degree in Educational Leadership from Nova Southeastern University. Certification Areas Elementary Education Birth to age 2 Educational Leadership ESOL Endorsement Reading Endorsement
Performance Record	2012-2013 Grade C Mastery % Level 3-5 Reading - 46 Math - 53 Writing - 34 Science - 36 Reading Gains - 62 Lowest 25% Reading Gains - 69 Math Gains - 68 Lowest 25% Math Gains - 68 2011-2012 Grade D Mastery % Level 3-5 Reading - 40 Math - 49 Writing - 83 Science - 40 Reading Gains - 49 Lowest 25% Reading Gains - 58 Math Gains - 52 Lowest 25% Math Gains - 54 2010-2011 GRADE B AYP 90% Met Mastery % SCHOOL GRADE Reading - 70 Math - 74 Writing - 75

Science - 40
AYP
Writing - Met
Reading - White subgroup MET
Math - Total, White,Hispanic, Economically disadvantaged, and ELL subgroups MET
2009-2010 Grade B AYP 87%
Mastery %
Reading 72
Math 73
Writing 80
Science 40
AYP
Reading-only white subgroup met
math - total, white, hispanic, and economically disadvantaged met ayp

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Beverlee Laney		
Full-time / School-based	Years as Coach: 1	Years at Current School: 27
Areas	Reading/Literacy	
Credentials	Degrees B.S. Elementary Education Certifications Early childhood -age 3- grade 3 Elementary Education 1-6 ESOL endorsement	

Performance Record

Taylor Locke

Full-time / School-based	Years as Coach: 1	Years at Current School: 4

Areas	Reading/Literacy
Credentials	Degrees B.S. Elementary Education M.S Educational Administration Certifications Elementary Ed (K-6) ESOL Endorsement Educational Leadership (All Grades)

Performance Record

Classroom Teachers

# of classroom teachers
39

 # receiving effective rating or higher
34, 87%

 # Highly Qualified Teachers
100%

 # certified in-field
39, 100%

 # ESOL endorsed
26, 67%

 # reading endorsed
5, 13%

 # with advanced degrees
13, 33%

 # National Board Certified
0, 0%

 # first-year teachers
4, 10%

 # with 1-5 years of experience
9, 23%

 # with 6-14 years of experience
16, 41%

 # with 15 or more years of experience
10, 26%

Education Paraprofessionals

# of paraprofessionals
18

 # Highly Qualified
18, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Regular meetings of new teachers with Assistant Principal
Partnering new teachers or teachers with less than 3
years experience with veteran staff
Grade Level PLC Meetings to help troubleshoot areas of
concern for new teachers
Administration oversees this process.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Rationale for Pairings: BSE pairs new teachers and mentors based on need and grade levels if possible.
Planned Mentoring Activities:Observation of mentee's instruction and providing feedback monthly; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS Problem-Solving team at Bonita Springs Elementary meets on an as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The roles of each member are as follows:
Classroom Teacher
• Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotals) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
• Attend MTSS Team meetings to collaborate on & monitor students who are struggling
• Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
• Deliver instructional interventions with fidelity
Reading or Math Coach/Specialist
• Attend MTSS Team meetings
• Train teachers in interventions, progress monitoring, differentiated instruction
• Implement supplemental and intensive interventions
• Keep progress monitoring notes & anecdotals of interventions implemented
• Administer screenings
• Collect school-wide data for team to use in determining at-risk students
Speech-Language Pathologist
• Attend MTSS Team meetings for students receiving supplemental and intensive supports.
• Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
• Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
• Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions
Principal/Assistant Principal
• Facilitate implementation of the MTSS problem-solving process in your building
Choose appropriate members and roles below, adding additional roles/responsibilities as necessary. The roles of each member are as follows:
Classroom Teacher
• Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotals) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
• Attend MTSS Team meetings to collaborate on & monitor students who are struggling
• Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
• Deliver instructional interventions with fidelity
Reading or Math Coach/Specialist
• Attend MTSS Team meetings
• Train teachers in interventions, progress monitoring, differentiated instruction
• Implement supplemental and intensive interventions
• Keep progress monitoring notes & anecdotals of interventions implemented
• Administer screenings
• Collect school-wide data for team to use in determining at-risk students
Speech-Language Pathologist
• Attend MTSS Team meetings for students receiving supplemental and intensive supports.
• Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
• Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
• Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions
Principal/Assistant Principal
• Facilitate implementation of the MTSS problem-solving process in your building
• Provide or coordinate valuable and continuous professional development
• Assign paraprofessionals to support MTSS implementation when possible

• Attend MTSS Team meetings to be active in the MTSS change process
• Conduct classroom Walk-Throughs to monitor fidelity
Guidance Counselor/Curriculum Specialist
• Often MTSS Team facilitators
• Schedule and attend MTSS Team meetings
• Maintain log of all students involved in the MTSS process
• Send parent invites
• Complete necessary MTSS forms
• Conduct social-developmental history interviews when requested
School Psychologist
• Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
• Monitor data collection process for fidelity
• Review & interpret progress monitoring data
• Collaborate with MTSS Team on effective instruction & specific interventions
• Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions
ESE Teacher/Staffing Specialist
• Consult with MTSS Team regarding intensive interventions
• Incorporate MTSS data when making eligibility decisions
Specialist (Behavior, OT, PT, ASD)
• Consult with MTSS Team
• Provide staff trainings
Social Worker
• Attend MTSS Team meetings when requested
• Conduct social-developmental history interviews and share with MTSS Team
ESOL/ELL Representative
• Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
• Conduct language screenings and assessments
• Provide ELL interventions at all tiers

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Lee County School District has developed a comprehensive training plan for faculty and staff. School based MTSS contacts and administrators have been identified and are provided on-going staff development training regarding the MTSS problem-solving process throughout the school year in the areas of problem identification, instructional best practices, curriculum supports, data analysis, implementation of supplemental and intensive interventions, and behavior management techniques. Additionally, district personnel provide coaching and modeling to assist schools with strategies that are designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Bonita Springs Elementary utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The Lee County School District has hired District level support personnel to sustain the implementation of the MTSS problem-solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavior management techniques, research based practices, and problem-solving processes to support the academic and behavioral needs of students within a multi-tiered student support system.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 2,160

BSE will offer an after school tutoring program for students in grades 3-5 in preparation for End of Year assesssments. The program will work on skills in Reading, Math, Science, and Writing. Enrichment activities will also be included to help build background knowledge and improve on skills the child already exhibits.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

End of Year and formative assessments will be monitored to show effectiveness.

Who is responsible for monitoring implementation of this strategy?

Administration will monitor implementation of this strategy.

Strategy: Summer Program
Minutes added to school year: 6,300

BSE will offer a summer program for students in grades 1-5 in preparation for the coming year. The program will work on skills in Reading, Math, Science, and Writing. Enrichment activities will also be included to help build background knowledge and improve on skills the child already exhibits

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Pre and Post test data will be collected and analyzed for effectiveness.

Who is responsible for monitoring implementation of this strategy?

Administration will monitor implementation of this strategy.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Laurie Mastro	Teacher
Beverlee Laney	Teacher Leader
Taylor Locke	Teacher Leader
Andrea DeVita	Teacher
Eric Kelley	Teacher
Zachary Schroeder	Teacher

How the school-based LLT functions

LLT meets each month. The LLT uses data to help come up with processes and stratgies to implement school wide.
Discussion is then shared with the administration to be put into action.

Major initiatives of the LLT

How to improve students skill set in the areas of Main Idea, Inference, Cause and Effect, and Author's Purpose? The Dailies
program will be implemented this year to help teach these concepts through direct instruction and a spiral review process.
Teachers will teach each concept for a week and then assess. Our reading teachers will then take the data and review and reteach those students in need. Each concept will be taught every four weeks.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Orientation meetings will be held prior to the start of the school year for kindergarten students and their families to familiarize
them with the school and expectations for the coming year.
All students are assessed prior to or upon entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax,
Print/Letter Knowledge, and Phonological Awareness/Processing. Data will be used to plan daily academic and
social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	46%	No	61%
American Indian				
Asian				
Black/African American				
Hispanic	49%	32%	No	54%
White	77%	72%	No	79%
English language learners	34%	27%	No	41%
Students with disabilities	46%	33%	No	51%
Economically disadvantaged	53%	35%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	38	23%	25%
Students scoring at or above Achievement Level 4	38	23%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	65	59%	64%
Students in lowest 25% making learning gains (FCAT 2.0)	17	63%	67%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	37	40%	46%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	15	16%	25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	19	21%	29%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	17	34%	41%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	49%	No	63%
American Indian				
Asian				
Black/African American				
Hispanic	53%	47%	No	57%
White	77%	66%	No	79%
English language learners	43%	39%	No	49%
Students with disabilities	46%	60%	Yes	51%
Economically disadvantaged	55%	46%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	51	31%	38%
Students scoring at or above Achievement Level 4	37	23%	31%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	71	64%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	17	61%	65%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	15	24%	32%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		24%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		3
Participation in STEM-related experiences provided for students	165	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	8	1%	1%
Students retained, pursuant to s. 1008.25, F.S.	0	0%	0%
Students who are not proficient in reading by third grade	0	0%	0%
Students who receive two or more behavior referrals	3	1%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	5	1%	0%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Area 9: Parent Involvement

Parental involvement targets for the school

Parental needs are assessed through parent/ teacher conferences, monthly IPTO meetings and home to school communications. Based on information from School Grade and Adequate Yearly Progress Data, parent involvement activities and strategies were targeted to areas of academic need. Based on information from agendas, or sign-ins, the percent of parent participation increased from the 2012-2013 year by 3 percentage points from 75% to 78%. In 2013-2014, Bonita Springs Elementary School will increase parent awareness of academic strategies that can help their students by having monthly trainings for parents presented by our teachers and staff.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
B3 Nights (Building Better Bobcats)	50	13%	15%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1.   Increase student achievement gains school-wide by focusing on teaching and learning.

Goals Detail

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

Targets Supported
- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Graduation

Resources Available to Support the Goal
- TIF Teacher Leaders
- Professional Learning Communities
- District Level support from Curriculum and Staff Development
- FCRR centers from last year's extra hour of reading instruction
- Community support for our famililes. Backpacks, dental care, eyeglasses, fresh fruit and vegetable snack, food pantry, school supplies, shoes, and clothing
- New Teacher support program - 2 year minimum in most cases
- Reading Teachers
- Math Teachers

Targeted Barriers to Achieving the Goal
- Time for teachers to learn and effectively use the new adopted curriculum in Reading and Math
- loss of the extra hour of instruction from last year

Plan to Monitor Progress Toward the Goal

Monitor student performance on high level questions within the common assessments.

Person or Persons Responsible
Administrative Team

Target Dates or Schedule:
ongoing

Evidence of Completion:
Student Data and Data Meeting Minutes

Action Plan for Improvement

Problem Solving Key

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

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Time for teachers to learn and effectively use the new adopted curriculum in Reading and Math

G1.B1.S8 Common planning for grade levels

Action Step 1

Create a master schedule that allows all grade levels to have common planning during the school day as well as after school.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Summer/Fall 2013

Evidence of Completion

Master Schedule

Action Step 2

Complete Title II plan to include time for curriculum mapping and study groups.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Fall 2013

Evidence of Completion

Title II Plan

Facilitator:

Tif Teacher Leaders District Level Trainers

Participants:

Assistant Principal

Plan to Monitor Fidelity of Implementation of G1.B1.S8

Monitor PLC implementation and use of common planning time

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Common Assessments, lesson plans, team meeting minutes

Plan to Monitor Effectiveness of G1.B1.S8

Monitor student data from common assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

ongoing

Evidence of Completion

Data Meeting Minutes

G1.B4 loss of the extra hour of instruction from last year

G1.B4.S1 Request extra hour for this year and next year

Action Step 1

Requested that BSE keep the extra hour of instruction from the previous year.

Person or Persons Responsible

Principal

Target Dates or Schedule

Summer/Fall 2013

Evidence of Completion

Email record

Action Step 2

Request monetary assistance from Dr. Clarke in Title I for an after or before school tutoring program to support/supplement the loss of the extra hour.

Person or Persons Responsible

Administration

Target Dates or Schedule

Fall 2013

Evidence of Completion

email record and/or program schedule (if available)

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Monitor instruction,lesson plans, and data from the tutoring program.

Person or Persons Responsible

Administration

Target Dates or Schedule

Fall 2013 (possible ongoing if we get the tutoring program)

Evidence of Completion

lesson plans and data sources

Plan to Monitor Effectiveness of G1.B4.S1

Monitor baseline and midyear data results

Person or Persons Responsible

Adminstration

Target Dates or Schedule

ongoing

Evidence of Completion

data meeting minutes and data sources

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A
Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part C- Migrant
Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D
The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II, Part A
Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III
Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X- Homeless
Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are

used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For

instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Head Start

Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Job Training

The district provides extensive opportunity for Career and Technical Education including Industry

Certification. Each attendance zone also includes a comprehensive high school with career academies.
Other
Periodic district level meetings with managers of all programs funded under NCLB also open lines of
communication and encourage cooperation between programs.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Time for teachers to learn and effectively use the new adopted curriculum in Reading and Math

G1.B1.S8 Common planning for grade levels

PD Opportunity 1

Complete Title II plan to include time for curriculum mapping and study groups.

Facilitator

Tif Teacher Leaders District Level Trainers

Participants

Assistant Principal

Target Dates or Schedule

Fall 2013

Evidence of Completion

Title II Plan

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student achievement gains school-wide by focusing on teaching and learning.	$10,000
	Total	$10,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Total
Title II	$0	$0	$0
Title I	$0	$10,000	$10,000
Total	$0	$10,000	$10,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Time for teachers to learn and effectively use the new adopted curriculum in Reading and Math

G1.B1.S8 Common planning for grade levels

Action Step 2

Complete Title II plan to include time for curriculum mapping and study groups.

Resource Type

Professional Development

Resource

Substitutes will be purchased for teachers to study, learn, and receive professional development on the new Reading and Math curriculum.

Funding Source

Title II

Amount Needed

$0

G1.B4 loss of the extra hour of instruction from last year

G1.B4.S1 Request extra hour for this year and next year

Action Step 2

Request monetary assistance from Dr. Clarke in Title I for an after or before school tutoring program to support/supplement the loss of the extra hour.

Resource Type

Evidence-Based Program

Resource

BSE will use the funds provided to run an after school tutoring program that covers the 4 areas required for the extra hour of instruction we were mandated to have last year. This will help our students and teachers meet the needs.

Funding Source

Title I

Amount Needed

$10,000