



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Beverly Shores Elementary School

1108 GRIFFIN RD

Leesburg, FL 34748

352-787-4175

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 87%
Alternative/ESE Center No	Charter School No	Minority Rate 70%

School Grades History

2013-14 D	2012-13 D	2011-12 C	2010-11 F
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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.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	15
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	23
Part III: Coordination and Integration	39
Appendix 1: Professional Development Plan to Support Goals	40
Appendix 2: Budget to Support Goals	43

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	3	Ella Thompson

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

Current School Status

School Information

School-Level Information

School

Beverly Shores Elementary School

Principal

Kathy Tatro

School Advisory Council chair

Linton Brown

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

Name	Title
Kathy Tatro	Principal
Samuel Danner	Asst Principal
Lynda Ferguson	CRT
Latonya McDuffie	K-2 Literacy Coach
Ginger Shivers	3-5 Literacy Coach

District-Level Information

District

Lake

Superintendent

Dr. Susan Moxley

Date of school board approval of SIP

12/16/2013

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

Linton Brown--Chairperson

Christal Dixon--Secretary

Members

Rosemary Johnson

Esbina Fuentes

Jade Buchanan

Brenda Biggs

Deona Glover

Tequila Hepburn

Giza Upson

Erica Orr

Melonie Henderson

Erin Futch

John Woods
Crystal Cinco
Renee Landor
Georgina Dominquez
Ruth Desir
Carmen Buscampell
Teachers rotate for each grade level will be represented at each meeting

Involvement of the SAC in the development of the SIP

Parents will be asked to collaborate with the leadership team to assist with the final document. We will hold multiple meeting including a SAC meeting to get concerns and feedback from our parents.

Activities of the SAC for the upcoming school year

This year the SAC will be in charge of forming a committee to look into changing the school's mascot.

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

There are no funds allocated to the SAC nor to this committee.

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:

Kathy Tatro

Principal

Years as Administrator: 21

Years at Current School: 3

Credentials

Master of Education, Bachelor of Science in Education/ School Principal

Performance Record

Beverly Shores Elementary:
 2012-2013- Made a D Reading Mastery 43% Math 40%
 2011-2012- Made a C Reading Mastery 38% Math Mastery 43%
 Astatula Elementary School:
 2010-2011-Made a grade of A-Did not make AYP
 2009-2010 – grade B – Reading Mastery 79%, Math Mastery 74%, Writing Mastery 88%, Science Mastery 63% - didn't make AYP
 Tavares High School:
 2008-2009 – grade B – Reading Mastery 48%, Math Mastery 76%, Writing Mastery 79%, Science Mastery 44% - didn't make AYP
 2007-2008 – grade B – Reading Mastery 50%, Math Mastery 79%, Writing Mastery 82%, Science Mastery 39% - didn't make AYP

Samuel L. Danner

Asst Principal

Years as Administrator: 9

Years at Current School: 3

Credentials

Bachelor's degree in Elementary Education, Masters Degree in Ed. Leadership/Elementary Ed. 1-6; School Principal

Performance Record

Beverly Shores Elementary:
 2012-2013- Made a D Reading Mastery 43% Math 40%
 2011-2012-Made a C Reading Mastery 38% Math Mastery 43%
 2010-2011-Astatula Elementary School: Made a grade of A-Did not make AYP
 East Ridge Middle School: 2008-2010 – Made a grade of A-Did not make AYP
 2007-2008 - Grassy Lake Elementary School. Made a grade of A and did not make AYP.
 2005-2007 - Odyssey Middle School made a grade of A and did not make AYP either year

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Lynda Ferguson		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	Mathematics, Science, Data, Other	
Credentials	BS in Elementary Education, Certified Gr. 1-6, ESOL Endorsement	
Performance Record	Beverly Shores Elementary: 2012-2013- Made a D Reading Mastery 43% Math 40% 2011-2012- Made a C Reading Mastery 38% Math Mastery 43% Astatula Elementary: 2010-2011-Made a grade of A-Did not make AYP 2009-2010 – grade B – Reading Mastery 79%, Math Mastery 74%, Writing Mastery 88%, Science Mastery 63% - didn't make AYP 2002-2009- Made a grade of A-Did not make AYP	

Ginger Shivers		
Full-time / District-based	Years as Coach: 2	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	BS in Elementary Education 1-6 ESOL	
Performance Record	Beverly Shores Elementary: 2012-2013- Made a D Reading Mastery 43% Math 40% Made a C Reading Mastery 38% Math Mastery 43% Astatula Elementary: 2010-2011-Made a grade of A-Did not make AYP 2009-2010 – grade B – Reading Mastery 79%, Math Mastery 74%, Writing Mastery 88%, Science Mastery 63% - didn't make AYP 2002-2009- Made a grade of A-Did not make AYP	

LaToynia McDuffie		
Full-time / District-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	BS Public and Cultural Communications Pre-K-3 ESOL Endorsed Reading Endorsed	
Performance Record	Beverly Shores Elementary: 2012-2013- Made a D Reading Mastery 43% Math 40% 2011-2012 Made a C Reading Mastery 38% Math Mastery 43% 2010-11-F 2009-10-C 2008-09-A	

Classroom Teachers

# of classroom teachers	46
# receiving effective rating or higher	37, 80%
# Highly Qualified Teachers	100%
# certified in-field	39, 85%
# ESOL endorsed	28, 61%
# reading endorsed	4, 9%
# with advanced degrees	3, 7%
# National Board Certified	0, 0%
# first-year teachers	7, 15%
# with 1-5 years of experience	20, 43%
# with 6-14 years of experience	11, 24%
# with 15 or more years of experience	8, 17%

Education Paraprofessionals**# of paraprofessionals**

14

Highly Qualified

14, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above****# receiving effective rating or higher****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

TQR and New Teacher Coach will continue attending district meetings to provide information and support for newer teachers. Literacy Coach and CRT will provide training to new teachers regarding all aspects of curriculum and assessment. Professional Learning Communities/Common Planning will be monitored by TQR and New Teacher Coach 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 with strengthening our relationship with surrounding colleges and university to secure interns for their junior and senior internships. The individuals that will be responsible is the Principal, Assistant Principal, CRT and Literacy Coaches,

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

District New Teacher Coaches will support New Teachers with zero years of experience district-wide. School-based New Teacher Coaches will participate in the New Teacher Center professional development and receive intensive training in coaching and mentoring. School-based New Teacher Coaches agree to support one or more teachers in your school as a requirement for participation in the EngageLCS initiative. The Teacher Coach will collaborate with the new teacher to assist with deliberate practice, campus non-negotiables and any other concerns.

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

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 mini assessments/LBAs/Formative assessments.

Teachers will receive support from instructional coaches and CRT. Monthly data chats will be held to

discuss and analyze student. Teachers will provide artifacts that show alignment with standards based instruction. Increase writing for a variety of reasons across all content areas with consistent use of anchor sets and common core writing exemplars to include real-world problem solving in math. Monthly data chats will be held to discuss and analyze student.

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

The school based leadership team will review data on a consistent basis to address Tier 1 core curriculum progress. The MTSS Leadership Team assists in the identification of students who are possible candidates for the MTSS process by analyzing data throughout the year. The MTSS Team meets with teachers who refer students for Rtl and assists them in developing and implementing interventions based on the data and specific student needs. The Rtl team provides ongoing support during the Rtl process. Every Wednesday of the month will be designated for Rtl meetings to ensure that needs are addressed in a timely manner.

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

The chair of the MTSS team will monitor fidelity by closely examine all graphs and fidelity sheets that come from the classroom teacher. The team will also conduct observations to see if behaviors or academics are consistent with graphs.

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

Data is pulled fro multiple resouces to to monitor the students' increase or decrease performance level. Mini assessment and LBAs in 3-5 for reading, math and science. Writing LBA for writing in grade 4. FAIR and Literacy First in reading for grades K-3. Attendance and discipline data (OSS/ISS) is pulled for the district portal called AS400.

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

The faculty and staff will be trained by the leadership team during pre-planning on the BSE process of MTSS. They're will be anecdotal records and documentation that the leadership will instruct the instructional staff of its use and purpose. On-going training will be given on an as needed basis. The MTSS team will explain previous and updated forms. Time will be allotted by the MTSS team for parents to thoroughly look through all documentation and ask questions.

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:

Title I funds will be used to develop and run the after school program at Beverly Shores Elementary

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Data is collected from mini assessments (math and reading), FAIR, LBAs and analyzed during common planning meetings with teachers and leadership team. We will progress monitor the students and assessments to see where are growth or where the students need continued support.

Who is responsible for monitoring implementation of this strategy?

Administration, CRT, Literacy coaches and Teachers will be responsible for implementing and monitoring the program.

Literacy Leadership Team (LLT)

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

Name	Title
Latonya D McDuffie	K-2 Literacy Coach
Ginger Shivers	3-5 Literacy Coach
Jackie Briggs	Media Specialist
Tramesa Akins	Kindergarten Teacher
Kristin Custer	1st Grade Teacher
Jacqueline Holmes	2nd Grade Teacher
Ashley Mitchell	3rd Grade Teacher
Lauren Salas	4th Grade Teacher
Tonja Chatman	5th Grade Teacher

How the school-based LLT functions

The Literacy Leadership team meets monthly. The grade level representatives are expected to share information from meetings with their grade level. They are also expected to share any concerns their grade level may have as well as share student exemplars.

Major initiatives of the LLT

The Literacy Leadership team will support teachers with the utilization of Thinking Maps to support higher order thinking. The team will also meet to plan school-wide literacy events.

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

Local preschools, Head Start, and daycares 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 K. teachers throughout the school year, especially in the beginning of the year. Volunteers provide the extra attention with 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.

Expected Improvements

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

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	47%	43%	No	52%
American Indian				
Asian	55%	62%	Yes	60%
Black/African American	36%	36%	Yes	42%
Hispanic	40%	25%	No	46%
White	66%	58%	No	69%
English language learners	41%	5%	No	47%
Students with disabilities	32%	31%	No	39%
Economically disadvantaged	40%	40%	Yes	46%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	62	25%	30%
Students scoring at or above Achievement Level 4	59	22%	24%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	104	63%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	120	73%	80%

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)	10	20%	30%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		15%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		25%

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	34	40%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

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	43%	40%	No	48%
American Indian				
Asian	68%	77%	Yes	72%
Black/African American	33%	33%	Yes	39%
Hispanic	40%	33%	No	46%
White	56%	47%	No	60%
English language learners	53%	21%	No	57%
Students with disabilities	27%	29%	Yes	34%
Economically disadvantaged	37%	36%	No	43%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	85	31%	35%
Students scoring at or above Achievement Level 4	33	12%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	84	51%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	84	51%	65%

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	22	26%	31%
Students scoring at or above Achievement Level 4	12	14%	19%

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		5
Participation in STEM-related experiences provided for students	190	34%	75%

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	257	46%	25%
Students retained, pursuant to s. 1008.25, F.S.	63	11%	6%
Students who are not proficient in reading by third grade	24	23%	15%
Students who receive two or more behavior referrals	51	9%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	44	8%	5%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Increase number of parents utilizing services of Family Liaison including resource checkout and Family Night events.

Increase the about of parent volunteers we have on campus.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the utilization of services given by the Family Support Liaison to parents	20	5%	25%
Increase the number of parent vounteers on campus.	56	10%	30%

Goals Summary

- G1.** Increase writing for a variety of reasons across all content areas with consistent use of anchor sets and common core writing exemplars to include to real-world problem solving in math.
- G2.** An emphasis will be placed on the process and fidelity of small group differentiated instruction at Tier 1 to increase student achievement.
- G3.** Increase the use of inquiry in science through the use of lesson study (SUMMIT Grant) in grades 4-5.
- G4.** Increase utilization of mini assessments, Literacy First assessments and weekly assessments to drive instructional decisions.

Goals Detail

G1. Increase writing for a variety of reasons across all content areas with consistent use of anchor sets and common core writing exemplars to include to real-world problem solving in math.

Targets Supported

- Writing
- Science - Elementary School

Resources Available to Support the Goal

- Writing Anchor Sets
- Common Core Writing Exemplars
- Being a Writer
- State approved curriculum - McGraw Hill, Pearson, Harcourt
- DBQs
- Thinking Maps

Targeted Barriers to Achieving the Goal

- Teachers unfamiliar with how to properly utilize anchor sets and exemplars
- Writing scores show low proficiency in response to text - both literary and informational.

Plan to Monitor Progress Toward the Goal

Classrooms will show evidence of increased writing in all content areas through posting of authentic student work and rubrics that align with lessons.. Clearly communicate grade level expectations of writing to all classroom teachers.

Person or Persons Responsible

Classroom Teachers Instructional Coaches Curriculum Resource Teachers Administration

Target Dates or Schedule:

As needed

Evidence of Completion:

Quality of student work, Amount of exemplary authentic student work posted

G2. An emphasis will be placed on the process and fidelity of small group differentiated instruction at Tier 1 to increase student achievement.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- 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)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Highly qualified support personnel - Instructional Coaches, CRT, Guidance Counselor, demonstration Classes, Media Specialist
- iReady
- Internet/CPALMS
- Technology - iPad carts, laptop carts, clickers, SMART Boards
- Adopted curriculum resources - McGraw Hill, Pearson Science, Harcourt/Think Central
- Math resources - FasttMath, Singapore Math
- Curriculum Associates materials

Targeted Barriers to Achieving the Goal

- Teacher follow-through
- Inexperienced instructional staff

Plan to Monitor Progress Toward the Goal

Weekly assessments Literacy First assessments Mini-assessments

Person or Persons Responsible

Instructional Coaches Curriculum Resource Teacher Classroom Teacher Administration

Target Dates or Schedule:

Weekly or on-going based on Focus Calendars

Evidence of Completion:

Scores from all data sources

G3. Increase the use of inquiry in science through the use of lesson study (SUMMIT Grant) in grades 4-5.

Targets Supported

- Science - Elementary School
- STEM - All Levels

Resources Available to Support the Goal

- State approved curriculum - Pearson Science
- Partnering with other STEM elementary schools

Targeted Barriers to Achieving the Goal

- There is a lack of opportunities for thinking independently and problem solving through inquiry based activities.

Plan to Monitor Progress Toward the Goal

Teachers/CRT/Administration will analyze student data to determine effectiveness and plan for next steps.

Person or Persons Responsible

Classroom Teachers Curriculum Resource Teacher Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Data chat, agendas/sign-in sheets, Student data from LBAs and mini-assessments

G4. Increase utilization of mini assessments, Literacy First assessments and weekly assessments to drive instructional decisions.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Literacy First
- McGraw Hill and Harcourt assessments
- Edusoft
- Florida Achieves

Targeted Barriers to Achieving the Goal

- Teachers not understanding how to utilize Edusoft and/or how to administer the Literacy First assessments.
- Inconsistent administration of assessments

Plan to Monitor Progress Toward the Goal

Lesson plans will be monitored to see if instructional decisions are aligned to student data. Teachers will be required to adhere to the Focus Calendar for assessments. During common planning teachers will share "next steps" based on data.

Person or Persons Responsible

Classroom Teachers Instructional Coaches Curriculum Resource Teacher Administration

Target Dates or Schedule:

Weekly and as needed.

Evidence of Completion:

Student data from all sources Sign-in sheets Coaches' Log and Calendar Small group lesson plans

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase writing for a variety of reasons across all content areas with consistent use of anchor sets and common core writing exemplars to include to real-world problem solving in math.

G1.B1 Teachers unfamiliar with how to properly utilize anchor sets and exemplars

G1.B1.S1 Analyze and compare authentic student artifacts to anchor sets and exemplars.

Action Step 1

Analyze and discuss the writing anchor sets and Common Core Writing exemplars by grade level.

Person or Persons Responsible

Classroom Teacher Instructional Coaches Curriculum Resource Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Common Planning Agenda Common Planning Sign-in sheet

Action Step 2

Teachers will bring student artifacts to Writing PLC to compare to anchor sets and writing exemplars to determine quality of student writing in all content area.

Person or Persons Responsible

Classroom Teachers Instructional Coaches Curriculum Resource Teacher

Target Dates or Schedule

Twice per month

Evidence of Completion

Student artifacts Sign-in sheets PLC agendas

Facilitator:

Ginger Shivers, Latonya McDuffie, Lynda Ferguson

Participants:

Classroom teacher K-5

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

Observe and attend common planning sessions. Observe and attend PLC meetings Review sign-in sheets

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Observation notes Data chats with Instructional Coaches/CRT PLC sign-in sheets/agendas

Plan to Monitor Effectiveness of G1.B1.S1

Classroom walkthroughs Quality of student artifacts

Person or Persons Responsible

Classroom Teacher Instructional Coaches Curriculum Resource Teachers Administration

Target Dates or Schedule

Weekly during classroom walkthroughs Monthly during PLCs

Evidence of Completion

Walkthrough observation checklists Student artifacts Meeting agendas and sign-in sheets

G1.B2 Writing scores show low proficiency in response to text - both literary and informational.

G1.B2.S1 Continue utilizing the Being a Writer program.

Action Step 1

Teachers will utilize the Being a Writer Program in conjunction with McGraw Hill Reading program to increase student writing in all content areas.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

PD will occur 3 times during the school year Teachers will utilize the program daily

Evidence of Completion

Posted writing samples Writing Journals Lesson Plans

Facilitator:

Taylor Wenzel, Developmental Studies Center Consultant

Participants:

Grades K-5 classroom teachers

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

Literacy Coaches/CRT/Administration will perform walkthroughs to observe writing in the classrooms.

Person or Persons Responsible

Literacy Coaches Curriculum Resource Teacher Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Observation/walkthrough checklists

Plan to Monitor Effectiveness of G1.B2.S1

Student artifacts will be analyzed to monitor progress towards meeting grade level expectations for writing based on the Common Core writing exemplars.

Person or Persons Responsible

Classroom Teachers Instructional Coaches Curriculum Resource Teacher Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Student artifacts

G2. An emphasis will be placed on the process and fidelity of small group differentiated instruction at Tier 1 to increase student achievement.

G2.B1 Teacher follow-through

G2.B1.S1 Teachers will receive support from instructional coaches, CRT.

Action Step 1

Conduct walkthroughs with look fors check list.

Person or Persons Responsible

Instructional Coaches Administration

Target Dates or Schedule

Small group instruction time

Evidence of Completion

Coaches/classroom teacher pre/post conference forms

Action Step 2

Utilize coaching cycle: side-by-side coaching, modeling, peer coaching

Person or Persons Responsible

Content Area Coaches and classroom teachers

Target Dates or Schedule

As needed

Evidence of Completion

Coaches/classroom teacher pre/post conference forms

Action Step 3

Identify instructional and professional development needs of specific teachers and provide support

Person or Persons Responsible

Coaching action plans

Target Dates or Schedule

Weekly

Evidence of Completion

Coaches action plan

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

Review walkthrough checklists, pre/post conference forms, coaches action plans

Person or Persons Responsible

Instructional Coaches Administration Curriculum Resource Teacher

Target Dates or Schedule

bi-weekly in leadership meeting

Evidence of Completion

Meeting agendas Meeting notes/minutes

Plan to Monitor Effectiveness of G2.B1.S1

Weekly assessments Literacy First assessments Mini-assessments

Person or Persons Responsible

Instructional Coaches Curriculum Resource Teacher Classroom Teacher Administration

Target Dates or Schedule

Weekly or on-going based on Focus Calendars

Evidence of Completion

Scores from all data sources

G2.B1.S2 Monthly data chats will be held to discuss and analyze student data and progress.

Action Step 1

Teachers will analyze data to determine the effectiveness of instruction and then plan for next steps.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Weekly during common planning.

Evidence of Completion

Mini-assessment, Literacy First and weekly assessment data. Teacher plans for small group differentiated instruction.

Action Step 2

Coaches and classroom teachers will collaborate to decide next steps for instruction based on data and teacher reflections.

Person or Persons Responsible

Instructional Coaches and classroom teachers

Target Dates or Schedule

Weekly during common planning and/or scheduled conferences

Evidence of Completion

Coaches log, pre/post conference forms, small group lesson plans

Action Step 3

Administration will conduct classroom walkthroughs during small group instruction and support coaches

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly and/or as needed

Evidence of Completion

Observation/walkthrough check off sheet and common planning sign-in and agenda

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

Review student data, walkthrough checklists, pre/post conference forms, coaching action plans

Person or Persons Responsible

Instructional Coaches Curriculum Resource Teacher Administration

Target Dates or Schedule

bi-weekly in leadership meeting

Evidence of Completion

Meeting agendas Meeting notes/minutes

Plan to Monitor Effectiveness of G2.B1.S2

Data binder Weekly assessments Literacy First assessments Mini-assessment data

Person or Persons Responsible

Classroom Teachers Instructional Coaches Curriculum Resource Teacher Administration

Target Dates or Schedule

Weekly or on-going based on Focus Calendars

Evidence of Completion

Scores from all data sources (data binder) Meeting agendas Meeting notes/minutes

G2.B1.S3 Teachers will provide artifacts that show alignment with standards based instruction.

Action Step 1

Classroom teachers will bring evidence of student work and/or assessments aligned to the standards

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Weekly during common planning

Evidence of Completion

Coach observation

Action Step 2

Instructional coaches and CRT will provide exemplars and collaborate with classroom teachers to deconstruct the standards

Person or Persons Responsible

Instructional coaches/CRT

Target Dates or Schedule

Weekly during common planning

Evidence of Completion

Coaches log/calendar and common planning agenda and sign-in

Action Step 3

K-5 classroom teachers will discuss progression of standards and expectations of student mastery of standards each year

Person or Persons Responsible

Vertical Team

Target Dates or Schedule

Monthly during vertical team meetings

Evidence of Completion

Grade appropriate student artifacts

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Review student artifacts at common planning Walkthroughs to observe posting of current authentic work

Person or Persons Responsible

Instructional Coaches Curriculum Resource Teacher Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Walkthrough checklists Leadership Meeting agendas Leadership Meeting notes/minutes

Plan to Monitor Effectiveness of G2.B1.S3

Weekly assessments Literacy First assessments Mini-assessments

Person or Persons Responsible

Classroom Teachers Instructional Coaches Curriculum Resource Teacher Administration

Target Dates or Schedule

Weekly or on-going based on Focus Calendars

Evidence of Completion

Scores from all data sources

G2.B2 Inexperienced instructional staff

G2.B2.S1 Support from Instructional Coaches and Curriculum Resource Teacher

Action Step 1

Coaches/CRT will provide resources, model small group instruction and reflect with teachers.

Person or Persons Responsible

Instructional Coaches Curriculum Resource Teacher

Target Dates or Schedule

As needed

Evidence of Completion

Coaches' Log and Calendar Teacher pre/post conference forms

Action Step 2

Coaches/CRT will explain how to use data to form small groups as well as selecting appropriate resources.

Person or Persons Responsible

Instructional Coaches Curriculum Resource Teacher

Target Dates or Schedule

Weekly and/or as needed

Evidence of Completion

Coaches' Log and Calendar Teacher pre/post conference forms

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

Administration will attend common planning, weekly leadership meetings and teacher conferences as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Common planning agenda and sign-in Teacher pre/post conference forms Coaches' Log and Calendar

Plan to Monitor Effectiveness of G2.B2.S1

Instructional Coaches, CRT and administration will conduct classroom walkthroughs, teacher observations, and monitor student data.

Person or Persons Responsible

Instructional Coaches Curriculum Resource Teacher Classroom Teacher Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Walkthrough Checklist and reflections with plan of action Student data from all sources Teacher pre/post conference forms Student artifacts

G2.B2.S2 Peer support from highly qualified teachers

Action Step 1

Instructional Coaches and CRT will identify model teachers for inexperienced teachers to observe differentiated, small group instruction.

Person or Persons Responsible

Instructional Coaches Curriculum Resource Teacher

Target Dates or Schedule

Periodically

Evidence of Completion

Peer observation forms

Action Step 2

New and inexperienced teachers will be assigned a peer teacher.

Person or Persons Responsible

Instructional Coaches Curriculum Resource Teacher Administratio

Target Dates or Schedule

As needed

Evidence of Completion

Peer mentoring reflection log

Action Step 3

Model lessons will be video recorded and uploaded to the professional video library for teachers to utilize.

Person or Persons Responsible

Classroom Teachers Instructional Coaches

Target Dates or Schedule

Periodically

Evidence of Completion

Edmodo Library

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Administration will attend common planning, weekly leadership meetings and teachers conferences as needed. In addition, administration will conduct walkthroughs to observe implementation of new instructional practices.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly and/or as needed

Evidence of Completion

Peer observation forms Teacher pre/post conference forms Coaches' Log and Calendar

Plan to Monitor Effectiveness of G2.B2.S2

Teachers will implement new and/or improved instructional strategies.

Person or Persons Responsible

Classroom Teachers Instructional Coaches Curriculum Resource Teacher Administration

Target Dates or Schedule

As needed

Evidence of Completion

Walkthrough checklists Teacher Lesson Plans Student Artifacts and Data

G3. Increase the use of inquiry in science through the use of lesson study (SUMMIT Grant) in grades 4-5.

G3.B1 There is a lack of opportunities for thinking independently and problem solving through inquiry based activities.

G3.B1.S1 Provide opportunities for labs where students are unaware of the objective. They will then be required to use inquiry based thinking and critical thinking skills to determine the objective.

Action Step 1

Utilizing the benchmarks and determining the content statement and result the students are working towards, teachers will develop labs where students are all assigned a role and will work together to determine an objective/purpose of the activity. Teachers will be the facilitator and help guide students to focused conversations and activities to utilize all aspects of learning to make connections to real world applications.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student responses Debates Science notebooks/journals Student writings/reflections

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

CRT and administration will conduct walkthroughs to observe student discourse and participation in science. Administration will check lesson plans.

Person or Persons Responsible

Curriculum Resource Teacher Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans Student discourse Student journals Student writings/reflections

Plan to Monitor Effectiveness of G3.B1.S1

Teachers/CRT/Administration will monitor the quality of student discourse. Teachers will utilize mini-assessments in 5th grade to monitor student learning.

Person or Persons Responsible

Classroom Teachers Curriculum Resource Teacher Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Quality of student discourse Mini-assessments

G4. Increase utilization of mini assessments, Literacy First assessments and weekly assessments to drive instructional decisions.

G4.B1 Teachers not understanding how to utilize Edusoft and/or how to administer the Literacy First assessments.

G4.B1.S1 One-on-one and small group trainings on how to utilize the Edusoft program to include assigning assessments and pulling class reports.

Action Step 1

Training will be provided to teachers on how to access and utilize Edusoft.

Person or Persons Responsible

3-5 Literacy Coach Curriculum Resource Teacher

Target Dates or Schedule

4 trainings to be held during the first semester.

Evidence of Completion

Sign-in sheet Teachers utilizing Edusoft

Facilitator:

Ginger Shivers, Lynda Ferguson

Participants:

Grades 3-5 classroom teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Administration will attend and monitor training sessions.

Person or Persons Responsible

Administration

Target Dates or Schedule

4 times during the first semester

Evidence of Completion

True North Logic Sign-up Session sign-in sheets

Plan to Monitor Effectiveness of G4.B1.S1

Teachers will demonstrate their ability to assign mini-assessments and print reports.

Person or Persons Responsible

Classroom Teachers 3-5 Literacy Coach Curriculum Resource Teacher

Target Dates or Schedule

Based on Focus Calendar

Evidence of Completion

Student data reports

G4.B1.S2 One-on-one and small group trainings on how to administer the Literacy First assessments.

Action Step 1

Training will be provided to teachers on how to administer the Literacy First assessment.

Person or Persons Responsible

Literacy Coaches

Target Dates or Schedule

3 trainings to be held during the first semester.

Evidence of Completion

Sign-in sheet Completed student folders

Facilitator:

Ginger Shivers, Latonya McDuffie

Participants:

K-2 Classroom teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Administration will attend and monitor training sessions.

Person or Persons Responsible

Administration

Target Dates or Schedule

3 times during the first semester.

Evidence of Completion

True North Logic sign-up Session sign-in sheets

Plan to Monitor Effectiveness of G4.B1.S2

Teachers will assess their students using Literacy First and then utilize the data to drive student instruction.

Person or Persons Responsible

Classroom Teachers Literacy Coaches

Target Dates or Schedule

Based on Focus Calendar

Evidence of Completion

Student Literacy First folders

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

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, Family Support Liaison and Teacher Assistants). The district coordinates 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" and "Too Good for Violence" programs. DARE is used for our 5th Grade students. We will also integrate the district new "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.

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 writing for a variety of reasons across all content areas with consistent use of anchor sets and common core writing exemplars to include to real-world problem solving in math.

G1.B1 Teachers unfamiliar with how to properly utilize anchor sets and exemplars

G1.B1.S1 Analyze and compare authentic student artifacts to anchor sets and exemplars.

PD Opportunity 1

Teachers will bring student artifacts to Writing PLC to compare to anchor sets and writing exemplars to determine quality of student writing in all content area.

Facilitator

Ginger Shivers, Latonya McDuffie, Lynda Ferguson

Participants

Classroom teacher K-5

Target Dates or Schedule

Twice per month

Evidence of Completion

Student artifacts Sign-in sheets PLC agendas

G1.B2 Writing scores show low proficiency in response to text - both literary and informational.

G1.B2.S1 Continue utilizing the Being a Writer program.

PD Opportunity 1

Teachers will utilize the Being a Writer Program in conjunction with McGraw Hill Reading program to increase student writing in all content areas.

Facilitator

Taylor Wenzel, Developmental Studies Center Consultant

Participants

Grades K-5 classroom teachers

Target Dates or Schedule

PD will occur 3 times during the school year Teachers will utilize the program daily

Evidence of Completion

Posted writing samples Writing Journals Lesson Plans

G4. Increase utilization of mini assessments, Literacy First assessments and weekly assessments to drive instructional decisions.

G4.B1 Teachers not understanding how to utilize Edusoft and/or how to administer the Literacy First assessments.

G4.B1.S1 One-on-one and small group trainings on how to utilize the Edusoft program to include assigning assessments and pulling class reports.

PD Opportunity 1

Training will be provided to teachers on how to access and utilize Edusoft.

Facilitator

Ginger Shivers, Lynda Ferguson

Participants

Grades 3-5 classroom teachers

Target Dates or Schedule

4 trainings to be held during the first semester.

Evidence of Completion

Sign-in sheet Teachers utilizing Edusoft

G4.B1.S2 One-on-one and small group trainings on how to administer the Literacy First assessments.

PD Opportunity 1

Training will be provided to teachers on how to administer the Literacy First assessment.

Facilitator

Ginger Shivers, Latonya McDuffie

Participants

K-2 Classroom teachers

Target Dates or Schedule

3 trainings to be held during the first semester.

Evidence of Completion

Sign-in sheet Completed student folders

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title I		\$0
Total		\$0

Budget Details

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

G1. Increase writing for a variety of reasons across all content areas with consistent use of anchor sets and common core writing exemplars to include to real-world problem solving in math.

G1.B2 Writing scores show low proficiency in response to text - both literary and informational.

G1.B2.S1 Continue utilizing the Being a Writer program.

Action Step 1

Teachers will utilize the Being a Writer Program in conjunction with McGraw Hill Reading program to increase student writing in all content areas.

Resource Type

Evidence-Based Program

Resource

Funding Source

Title I

Amount Needed