



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Bayview Elementary School

3257 LAKE SHORE BLVD

Jacksonville, FL 32210

904-381-3920

<http://www.duvalschools.org/bayview>

## School Demographics

**School Type**  
Elementary School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
60%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
59%

## School Grades History

**2013-14**  
C

**2012-13**  
C

**2011-12**  
B

**2010-11**  
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

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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

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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

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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

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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

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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

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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
Not in DA	N/A	N/A

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Bayview Elementary School

##### Principal

Brenda Jordan

##### School Advisory Council chair

Eric Hysler

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

Name	Title
Brenda Jordan	Principal
Terry Harper	Asst Principal
Lauren Collins	Math teacher
Markeisha Powell	Reading Coach
Patricia Malcolm	ESE site coach
Sandra Shabazz	School counselor
Nancy Tripp	Media Specialist
Leslie Bransford	Teacher
Helen Schultz	Teacher

#### District-Level Information

##### District

Duval

##### Superintendent

Dr. Nikolai P Vitti

##### Date of school board approval of SIP

1/7/2014

### 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

Eric Hysler, Chair  
 Brenda Jordan, Principal  
 Terri Harper, AP  
 Joice Findley, volunteer liaison  
 Joe Chesek, community representative  
 Markeisha Powell, Reading coach  
 Christy Davis, Business Partner

Robert Bello, Military community volunteer  
 Sandra Shabazz, school counselor  
 Marilyn Sanford, Parent  
 Gwen Calipso, Parent

### **Involvement of the SAC in the development of the SIP**

Goals and Problem Solving Worksheet were discussed during Leadership Team meetings and during early release PLC, with all members of ELA, Math, Science PLC's participating. The draft SIP was presented to the SAC committee at the September 19, 2013 meeting. The draft SIP was approved.

### **Activities of the SAC for the upcoming school year**

The SAC committee will continue to be a part of Bayview School Improvement. They will solicit support through business partners and community volunteers, including military volunteers. They will partner with PTA to support students during FCAT with incentives.

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

### **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:**

**Brenda Jordan**

Principal

Years as Administrator: 11

Years at Current School: 1

**Credentials**

BS. Elementary Ed; MA Educational Leadership  
Elem K-6; Principal, all levels

**Performance Record**

2012-13 Principal Stilwell MS: Grade D (2011-12 levels)  
Reading 3+ 43 (37); Math 3+ 35 (35); Writing 3.5+ 41 (73 3.0+);  
Science 3+ 32 (34); Read gains 63 (59); Math gains 54 (51); BQ  
Read gains 68 (60); BQ Math gains 65 (51)  
2011-2012 AP Sandalwood HS: Grade "B" and Ed White HS:  
Grade "C"  
Reading Level 3+ 49%; Math Level 3+ 57%; Writing 3.5+ 86%;  
Science 3+xx%; Reading Gains 61%; Math Gains 57%; Lowest  
25% Reading Gains 68%; Lowest 25% Math Gains 87%  
2010-2011 AP Sandalwood HS School Grade "B"  
Reading Level 3+ 43%; Math Level 3+ 67%; Writing 3.5+ 88%;  
Science 3+46%; Reading Gains 51%; Math Gains 68%; Lowest  
25% Reading Gains 49%; Lowest 25% Math Gains 52%  
2009/10 AP Sandalwood HS School Grade 'A'  
2008/09 AP Sandalwood HS 'C'  
2007/08 AP Andrew Jackson HS 'F'  
2006/07 AP Andrew Jackson HS 'F'  
2005/06 AP Andrew Jackson HS 'D'  
2004/05 AP Andrew Jackson HS 'D'  
Did not meet AYP any year



**Terry Harper**

Asst Principal

Years as Administrator: 7

Years at Current School: 1

**Credentials**

BA Literature and Math; MBA

Eng 6-12, Reading Endorsement; Ed leadership, all levels; School principal, all levels

**Performance Record**

2012-2013 AP Edward H. White HS School Grade "TBD"

Reading Level 3+ 36%; Math Level 3+47 %;

Writing 3.5+ 70%; Science 3+%;

Reading Gains 60%; Math Gains 60 %;

Lowest 25% Reading Gains 65%;

Lowest 25% Math Gains 60%

2011-2012 AP Edward H. White HS School Grade "C"

Reading Level 3+ 32%; Math Level 3+ 43%;

Writing 3.5+ 68%; Science 3+42%;

Reading Gains 54%; Math Gains 57 %;

Lowest 25% Reading Gains 59%;

Lowest 25% Math Gains 66%

2010-2011 West Jacksonville ES Grade "F"

Reading Level 3+ 48%; Math Level 3+ 67%;

Writing 3.5+ 22%; Science 3+20%;

Reading Gains 51 %; Math Gains 51 %;

Lowest 25% Reading Gains 53%;

Lowest 25% Math Gains 53%

**Instructional Coaches****# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:**

Full-time / School-based

Years as Coach:

Years at Current School:

**Areas**

Other

**Credentials****Performance Record**

<b>Markeisha Powell</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
<b>Areas</b>	Reading/Literacy, Other	
<b>Credentials</b>	BA Elementary Ed MBA Certificate K-6	
<b>Performance Record</b>	Bicayne Elem 2012-13 Teacher 2011-12 Teacher Reading 3+ 37% 41% Reading Gains 63% 59% BQ Gains 49% 47%	

  

<b>Patricia Malcolm</b>		
Full-time / School-based	Years as Coach: 2	Years at Current School: 8
<b>Areas</b>	Other	
<b>Credentials</b>	BA Univ of Louisville Elem Ed K-6 ESE K-12 Autism Endorsement	
<b>Performance Record</b>	Bayview elementary 2012-13: Math 3+ 50%; Read 3+ 45%; Writing 62%; Science 44%; 2011-12: Math 3+ 54%; Read 3+ 56%; Writing 69%; Science 72% 2010-11: Math 3+ 71%; Read 3+ 72%; Writing 66%; Science 515	

**Classroom Teachers****# of classroom teachers**

27

**# receiving effective rating or higher**

27, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

27, 100%

**# ESOL endorsed**

7, 26%

**# reading endorsed**

0, 0%

**# with advanced degrees**

10, 37%

**# National Board Certified**

0, 0%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

7, 26%

**# with 6-14 years of experience**

10, 37%

**# with 15 or more years of experience**

10, 37%

**Education Paraprofessionals****# of paraprofessionals**

7

**# Highly Qualified**

7, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

Leadership Team includes Primary and Intermediate grade level teachers, resource teachers and all coaches to provide effective lines of communication (Principal)

Reading and ESE coaches provide modeling and feedback; professional development sessions and assistance in all academic areas.(Coaches)

Professional development is offered weekly before school and during grade-level meetings; bi-weekly during vertical planning meetings and early release PLCs.(Coaches, AP, Principal).

All teachers are in-field, Highly Qualified and received effective evaluations.

**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**

Bayview Elementary school's teacher mentoring program / plan consists of teachers who have had an opportunity to be CET trained and taken the UNF mentoring workshops to assist teachers with building capacity within the building. Our mentors are positive role models for our novice teachers.

We meet monthly to allow the mentoring teacher and the novice teacher to collaborate, observe each other (as well as other classrooms) and provide feedback based on MINT observations. Novice

teachers are also provided professional development training in Code of Ethics, Classroom management and other topics to meet the individual novice teacher's needs.

Only one teacher currently has a mentor, who was chosen because they teach the same grade level.

### **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 process is used throughout the development of the School Improvement Plan. The team reviews multiple current and universal data sources (school climate, FCAT, CGAs.), and based on analysis of data, areas in need of improvement are identified. The team develops evidence-based strategies, sets up a monitoring plan, including assessment, monitoring and review timelines. Findings, plans, and monitoring results are shared with School Advisory Council.

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

Brenda Jordan, Principal: Provides common vision, monitors implementation, provides professional development opportunities

Terry Harper, Assistant Principal: Assists in the design and implementation of progress monitoring, data collection and analysis, monitors classroom implementation of best practices

Markeisha Powell, Reading Coach: Identifies teacher and student needs and works with teachers to provide strategies to assist; models research-based instructional strategies for teachers; facilitates professional development, assists in the monitoring of data

Michelle Worthy, Varying Exceptionalities Teacher: Provides direct intervention services to identified students and tracks student progress, assists in the monitoring of data

Patricia Malcolm, ESE Site coach: Provides direct intervention services to autistic inclusion students, models research based instructional strategies for teachers of students with autism, assists in the monitoring of data

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

Quarterly Success meetings between administrators and each teacher will provide opportunity to review student progress data and discuss classroom observations.

#### **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 sources to monitor student progress include iReady, SuccessMaker, and Curriculum Guide Assessments. Attendance and grades can be monitored through OnCourse and discipline can be monitored through GENESIS.

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

Professional development on the problem solving process will be delivered through Professional Learning Community meetings on early release days.

## 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:** 2,760

Professional Development is offered every other Wednesday before school for 30 minutes; during weekly grade level meetings; during early release PLC meetings every other Wednesday; and during pre-planning and monthly faculty meetings

### Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

No data has been collected.

### Who is responsible for monitoring implementation of this strategy?

The Leadership Team is responsible for implementation of this strategy, monitoring the needs of teachers and identifying trainers.

**Strategy:** Weekend Program

**Minutes added to school year:** 2,340

Saturday school will be offered for 13, 3-hour sessions beginning in Jan 2014, targeting specific FCAT areas.

### Strategy Purpose(s)

- Instruction in core academic subjects

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

No data has been collected. Coaches will be responsible for data collection.

### Who is responsible for monitoring implementation of this strategy?

The Leadership Team will be responsible for determining needs, developing lessons and hiring teachers.

**Strategy:** Before or After School Program**Minutes added to school year:** 600

Students in the extended day after school program receive assistance with homework and math and reading enrichment in the computer lab using iReady and SuccessMaker for individualized instruction. Cathedral Arts provides a dance class two days per week for 25 girls

**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?**

No data is collected by Extended day teachers. Data from iReady and SuccessMaker is available to homeroom and subject area teachers.

**Who is responsible for monitoring implementation of this strategy?**

Extended day directors are responsible for implementing their activities. Cathedral Arts is responsible for the dance class.

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

Name	Title
Terri Harper	Assistant Principal
Markeish Powell	Reading Coach
Nancy Tripp	Media Specialist

**How the school-based LLT functions**

The Literacy team met during pre-planning to develop the school-wide literacy plan. They planned year-long and monthly celebrations to encourage students to read and to meet individual and school-wide goals. Part of the plan includes weekly resource time with the media specialist. The team meets monthly to select students for monthly celebrations, plan activities and monitor goals.

**Major initiatives of the LLT**

School-wide Literacy Campaign was launched with a rally on Sep 13 with included an assembly with Jacksonville Giants mascot, Mr. Bigg who promised tickets, tee shirts and wrist bands for students who participate and are successful in meeting reading goals. Other school-wide Literacy plans include

- Book of the Month
- 25 book campaign
- Character parade
- Principal's challenge
- Monthly Writer's tea with Principal
- Quarterly reading goals
- End of year celebration

## Every Teacher Contributes to Reading Instruction

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

Success meetings will be held quarterly with teachers to discuss student progress in all academic areas. Teachers will discuss differentiated reading strategies they use with students. Data from SuccessMaker, DAR, Curriculum guide assessments will assist administrators in monitoring how successful the teacher's strategies have been.

Teachers will have many professional development opportunities in the areas of instruction, classroom management, use of data, finding and using instructional resources, team building/collaboration and others, as needed.

## 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

Kindergarten teachers emphasize rituals and routines to help with the adjustment from preschool programs. They use FLKRS and teacher made assessment tools to determine readiness for Kindergarten that allows them to group students heterogeneously for whole group, and for small group, based on ability level. They start with number/letter recognition and rhyming skill activities to assess ability levels. Teachers use centers, such as listening, computer, white board, manipulative table, and reading small groups. Parents are encouraged to be active and they are provided an orientation booklet that includes information on classroom rituals and routines, daily schedules, field trips, contact information, and disciplinary guidelines.

## 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	63%	45%	No	66%
American Indian				
Asian				
Black/African American	48%	36%	No	54%
Hispanic	83%	0%	No	85%
White	74%	51%	No	77%
English language learners				
Students with disabilities	57%	42%	No	61%
Economically disadvantaged	59%	42%	No	63%

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	48	45%	55%
Students scoring at or above Achievement Level 4	23	18%	20%

### 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>		30%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		60%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	23	62%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		70%



**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)	<i>[data excluded for privacy reasons]</i>		40%
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>		40%
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>		33%

**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	24	62%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		70%

**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	60%	50%	No	64%
American Indian				
Asian				
Black/African American	45%	39%	No	51%
Hispanic	67%	63%	No	70%
White	72%	53%	No	75%
English language learners				
Students with disabilities	54%	35%	No	59%
Economically disadvantaged	58%	48%	No	62%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	59	50%	55%
Students scoring at or above Achievement Level 4	22	17%	30%

**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>		30%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	101	71%	72%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	98	65%	70%

**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	17	44%	50%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		25%

**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>		55%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		30%

**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)	14		20
Participation in STEM-related experiences provided for students	315	90%	100%

**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	0	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	12	4%	3%
Students who are not proficient in reading by third grade	20	34%	25%
Students who receive two or more behavior referrals	14	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	15	4%	3%

**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****BAYVIEW ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan**

I, Jordan, Brenda, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

**Assurances**

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Florida, i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRC at University of South Florida (USF) [Section 1118(g)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];

- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h) (6) (A)].

Signature of Principal or Designee Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: Educate parents on the importance of partnering with school staff to insure students have an exceptional learning experience.

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#### Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Response: In-Service Training: Parents will be given a survey to fill out at the initial meeting to determine the topics they would like to have as an in-service. After the parent surveys are analyzed, workshops will be scheduled and manipulative will be ordered. The Bayview leadership team (Principal, Assistant Principal, Reading Coach, Media Specialist, grade-level teachers and Guidance Counselor) with the help of the PTA board members (PTA President, Vice President, Secretary and Parent) and SAC Chair Community Volunteer will analyze surveys to determine the number of Math, literacy, and Science workshops needed. The above-mentioned parents are a cross-section of the student population. PTA board members as well as SAC members are a dependable cross-section of our student body that takes an active interest in the Bayview Elementary culture.

Information from both surveys will be combined and used as documentation for allocation of resources.

School/Parent Communication Improvement: A broad variety of methods will be used to communicate with parents. The SAC Committee in conjunction with the PTA and school administrators will monitor communications to determine the most effective methods. They will develop a survey to determine the effectiveness of current school communications and determine what improvements staff can make. The survey will also include information questions regarding the types of resources that they would use to help students in the areas of Math, Literacy, and Science. Parents will also provide input on how funding will be utilized to provide training and support to help them in the education process.

Once the PIP is approved by parents it will be placed on the Website and hard copies made available upon request.

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#### Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

count Program Coordination

1 Title I Autistic Pre K Parents have meetings to give strategies to work with children at home.

2 Individuals with Disabilities Education Act (IDEA) Supplemental instructional support provided by Title I will be discussed with parents during the development of the students IEP. Staff will support parents by making sure that they are aware of resources that are available to them.

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#### Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents

of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

count Activity/Tasks Person Responsible Timeline Evidence of Effectiveness

1 Develop agenda, handouts and surveys AP Ms. Harper/Ms. Finley September 2013 Collected Parent Survey

2 Newsletters to notify parents regarding annual meeting. AP Ms. Harper September 2013 Parent Sign-in Log

3 Parent Survey AP Ms. Harper September 2013 Survey collected

4 Develop sign in sheets Mrs. Finley, Parent Involvement Liaison September 2013 Sign in sheets collected and filed

5 Maintain documentation Mrs. Finley, Parent Involvement Liaison September 2013-June 2014 Title I Parent Involvement Audit Box

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### Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Response: As part of the SAC Committee Survey, determine the best time for parent meetings or if multiple meetings are appropriate. Survey will include questions to determine if transportation and child care are need for meetings.

Multiple meetings will be planned to include training for make and take projects, teaching parents to assist with homework, effective discipline and positive parenting. Ms. Jordan will be responsible for approving the overall plan that will be developed by Coaches and teachers, utilizing the assistance of the Parent Involvement Liaison.

The PIL will also work with Teacher's Depot to develop projects for workshops and make & take activities, and work with parents who have volunteered to help during workshops and in the classroom. Several opportunities will be scheduled for parents during the day and early evening according to parent availability.

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### Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

count Content and Type of Activity Person Responsible Anticipated Impact on Student Achievement Timeline Evidence of Effectiveness

1 Developing a love of reading in Weekly Reader Assistant Principal, Ms. Harper Children learn to read effectively. September, 2013 Sheet signed by parents on the number of books read & time spent on flashcards

2 First Steps in Reading with your Kindergartener Ms. Powell, Coach Parents learn age-appropriate questions to develop understanding of reading October, 2013 Sheet signed by parents on the number of books read & time spent on flashcards

3 Math with your 2nd Grader Ms. Collins, teacher. Help children understand how to read unfamiliar words & understand context November, 2013 Reading text & questions for students & parents to work on and return signed

4 Focus on the family AP, Ms. Harper Students understand reading better Nov/Dec 2013 Family question & answer work-sheets signed and returned

5 Parents roundtable AP, Ms. Harper Book Talk/30 ways in 30 days to save your family January, 2014

Sheet signed by parents/answering questionnaires

6 Preparing your child for FCAT Ms. Powell/Collins Coach Children better prepared for standardized tests February, 2014 Number of parents responding to workshop

7 Donuts for Dads Ms. Collins, teacher Learn how to keep your child excited about math February, 2014 Sheet signed by parents, feedback survey

8 Muffins for Moms Ms. Powell, coach. Learn how to keep your child excited about reading February, 2014 Sheet signed by parents, feedback survey

9 Grandparents Workshop/Make&Takes Ms. Jernigan, Autistic Teacher Raising Your Grandchildren February, 2014 Parents attending workshop/feedback survey

10 Helping your child understand multiple meaning words Ms. Powell, Coach Better reading March, 2014 Workshop attendees & returned questionnaires

11 Gardening for grades workshop/students&parents Mrs. C. Davis, UMC/Partner Learn one on one by planting a gardening and how science play a role in the growth of fruit /vegetable March, 2014 Parents attending workshop/feedback survey

12 Parent School - Math Reading foundation one on one Ms. Collins, teacher. Parents learn to work with students at age-appropriate tasks April, 2014 Number of parents attending workshops/Teaching the basic

13 Preparing for the next grade level understanding Math Principals Ms. Collins, Teacher Improved math grades April, 2014 Parents attending workshops & answering questionnaires

14 Helping with Autism Ms. Malcolm/Autistic Department Take advantage of available programs/assistance April, 2014 Attendance & questionnaires

15 Gardening Celebration Mrs. Davis Learn about the result in science play a role in our garden growing our fruit/vegetable April, 2014 Attendance & questionnaires

16 Preparing for transition Ms. Shabazz,, Counselor Help students prepare for middle school May, 2014 Attendance & questionnaires

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#### Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].  
count Content and Type of Activity Person Responsible Anticipated Impact on Student Achievement  
Timeline Evidence of Effectiveness

1 Do's and Don'ts of conferencing with parents Ms. Powell Coach@ Grade Level Meetings Improve the ability of staff communicating with parents. Ongoing Increase Parent Communication

2

Teacher on how to effectively communicate with parents AP Ms. Harper/Mrs. Finley Parent Involvement Liaison Better newsletters & communications with parents September 2013 Parents responding to newsletters

3

RTI Collaboration AP Ms. Harper/Counselor-Ms. Shabazz Work with parents to insure that students receive appropriate interventions. August/May 2013-2014 RTI student success

4

Full Service Meetings Parent Involvement Liaison-Mrs. Finley Families receive resources to help with students success September 2013 Families understand resources/questionnaire

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#### Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

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#### Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and
- If the school-wide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

Response: Parents will be provided with Title I information at the annual meeting in September, 2012. Parents will be shown a PowerPoint that explains the purpose and benefits of being a Title I school. Bi-monthly parent newsletters will be generated by the Parent Involvement Liaison, new website will be completed and have a parent involvement page.

Flyers will go home at least one week in advance when there is any type of function at the school. The school will utilize DuvalConnect to provide parents with reminders for functions and other important information.

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#### Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Response: Bayview's limited English proficiency families have been provided, by Lutheran Services, parent advocates. The advocates participate in conferences, meetings and phone calls between classroom, teachers and home. Thus keeping the lines of communication open between home and school.

Parents with a lack of education skills needed to understand the new generation Sunshine State. Principals and teachers will notify the Parent Involvement Liaison of any resources that are needed in languages other than English.

Children with disabilities have an IEP, which is developed by the classroom teacher, district staff and parents. Parent input will be sought in the construction of an IEP.

The school newsletter is written in school friendly language and goes home via the agenda. The school newsletter gives tips to parents about raising children as well as upcoming events. We will also use TransACT, a district provided resource for translating parent documents. The school will monitor whether parents are receiving information in the language they understand by viewing Genesis and the Home Language survey.

Translators will be provided for parents with ESL. Parents with any disabilities will be provided with adequate support services and/or resources to attend meetings and workshops.

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#### Discretionary Activities

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
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1	Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];and At SAC meetings, PTA meetings and the parent survey form the annual title 1 meeting will provide ideas for training. Ms. Jordan, Principal	Staff development	August and September 2013-2014		
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2	Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and Parent workshops at grade level performances. Ms. Powell/Ms. Tripp If parents know the reading strategies				
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then parents can practice strategies at home with children. Sept 2013-May 2014

3 Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; PTA and SAC meetings and grade level performances. Ms. Jordan Principal/AP Ms. Harper/Ms. Powell, Coach The more parents understand the curriculum the more help they will be to their children's education. Sept 2013-May 2014

4 Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)]; Meetings will be both in the AM and PM. Can provide taxi service for parents. Ms. Powell Coach The more involved a parent is in his/her child's education the more successful children will be in school. Sept 2013-May 2014

5 Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and Parents come to see their children perform. Parent workshops were done before grade level performances. Ms. Powell Coach The more strategies parents know the more they practice these strategies at home. Sept 2013-May 2014

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Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan.

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Upload Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact.

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Upload Evidence of Parent Involvement in Development of Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
We will increase parent involvement in Open House, orientation, PTA and SAC and volunteer in school by 10%	783	40%	50%

### Area 10: Additional Targets

#### Additional targets for the school

School safety is a priority and it is essential that the school be a safe, healthy, respectful and supportive environment in which students can learn, teachers can teach and employees can work to provide students with opportunities for academic success. School safety must be positive, proactive and collaborative with a strong focus on prevention.



**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Code yellow and code red drills will be conducted each semester, with all teachers and students responding appropriately.	0	0%	100%

## Goals Summary

- G1.** Faculty, staff and students will respond to Code Yellow and Code Red drills in complete compliance with the Safe School Plan.
- G2.** The number of students making Learning Gains in Reading will increase 8 percent school-wide.
- G3.** The number of bottom quartile students making Reading learning gains will increase by 5 percent.
- G4.** The number of students scoring Level three or above in Math will increase 5 percent.
- G5.** The number of students making Learning Gains in Math will increase at least 1 percent.
- G6.** The number of bottom quartile students making Math gains will increase at least 1 percent.
- G7.** The number of students scoring Level 3.5 or above in Writing will increase 8 percent.
- G8.** The number of students scoring Level 3 or above in Science will increase 6 percent.
- G9.** The number of students scoring Level 3 or above in Reading will increase 5 percent.

## Goals Detail

**G1.** Faculty, staff and students will respond to Code Yellow and Code Red drills in complete compliance with the Safe School Plan.

### Targets Supported

### Resources Available to Support the Goal

- Safe School Plan on share drive

### Targeted Barriers to Achieving the Goal

- Teachers may not keep themselves familiarized with the plan

### Plan to Monitor Progress Toward the Goal

Faculty, staff and students will be familiar with proper procedures during Code Yellow and Code Red drills

### Person or Persons Responsible

Administrators

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

Each drill will be rated on a check list for compliance.

**G2. The number of students making Learning Gains in Reading will increase 8 percent school-wide.**

**Targets Supported**

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

**Resources Available to Support the Goal**

- Common Core State Standards and FCAT2.0 test item specs
- Curriculum Guides
- Saturday School
- ReadWorks.org, SuperTeachers, Houghton Mifflin, SuccessMaker, Destination Success and other web-based sources

**Targeted Barriers to Achieving the Goal**

- Low student motivation

**Plan to Monitor Progress Toward the Goal**

CHAMPS in every classroom

**Person or Persons Responsible**

Administrators, coaches

**Target Dates or Schedule:**

on-going

**Evidence of Completion:**

Students following rituals and routines, fully engaged in learning and showing progress through assessments

**G3. The number of bottom quartile students making Reading learning gains will increase by 5 percent.**

**Targets Supported**

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

**Resources Available to Support the Goal**

- 1. Common Core State Standards and FCAT2.0 test item specs
- Curriculum guides
- Saturday school
- ReadWorks.org, SuperTeachers, Houghton Mifflin, SuccessMaker, Destination Success and other web-based sources
- Reading celebrations, incentives, and student recognition activities

**Targeted Barriers to Achieving the Goal**

- Limited parental involvement and support for home learning

### Plan to Monitor Progress Toward the Goal

Improve communication with parents

**Person or Persons Responsible**

Administrators, coaches, teachers

**Target Dates or Schedule:**

on-going

**Evidence of Completion:**

Students completing home learning assignments, attending regularly, coming to school prepared to learn

### G4. The number of students scoring Level three or above in Math will increase 5 percent.

**Targets Supported**

- 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)

**Resources Available to Support the Goal**

- Grade level professional development.
- School based Math coach and district specialist
- Grade level and vertical planning
- iReady, SuccessMaker, Study Jams, Pearson and other web-based programs

**Targeted Barriers to Achieving the Goal**

- Teachers lack depth of knowledge in content areas.

### Plan to Monitor Progress Toward the Goal

Teachers are better prepared to teach math content

**Person or Persons Responsible**

Coaches and administrators will observe teachers

**Target Dates or Schedule:**

Weekly visits and annual formal and informal observations

**Evidence of Completion:**

Increased student achievement in CGAs and other teacher-made assessments and daily observations

**G5. The number of students making Learning Gains in Math will increase at least 1 percent.**

**Targets Supported**

- 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)

**Resources Available to Support the Goal**

- Web-based technology such as iReady, SuccessMaker and StudyJams
- Professional development during grade level and vertical planning
- School-based and district math coaches

**Targeted Barriers to Achieving the Goal**

- Maintaining high percentage of proficiency/Learning gains in 5th grade math.

**Plan to Monitor Progress Toward the Goal**

90% of 5th graders will attend Saturday school to maintain their high percentage of Learning gains on FCAT

**Person or Persons Responsible**

Administrators coaches and Saturday school teachers

**Target Dates or Schedule:**

13 weeks on Saturday school starting Jan 2014

**Evidence of Completion:**

Progress monitoring during Saturday school and proficiency in regular school assessments.

**G6. The number of bottom quartile students making Math gains will increase at least 1 percent.**

**Targets Supported**

- 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)

**Resources Available to Support the Goal**

- Web-based programs including iReady, SuccessMaker, Study Jams, etc
- District and school level coaches
- Grade level and vertical common planning
- Professional development through PLC

**Targeted Barriers to Achieving the Goal**

- Lack of parental involvement

### Plan to Monitor Progress Toward the Goal

Improved proficiency in Math for bottom quartile students

**Person or Persons Responsible**

Administrators, coaches

**Target Dates or Schedule:**

Monthly Success meetings between administrators, coaches and teachers

**Evidence of Completion:**

Results of Curriculum Guide assessments; iReady diagnostics, SuccessMaker lessons and classroom observations

**G7.** The number of students scoring Level 3.5 or above in Writing will increase 8 percent.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- District timed writing prompts Writing across the curriculum District training for teachers

**Targeted Barriers to Achieving the Goal**

- Teacher lack of knowledge in writing instruction

### Plan to Monitor Progress Toward the Goal

Review student writing samples grades 2-3; district timed writing grade 4

**Person or Persons Responsible**

Reading coach, teachers

**Target Dates or Schedule:**

Vertical planning

**Evidence of Completion:**

Improved scores in District timed writing, teacher made assessments and classroom observations

**G8. The number of students scoring Level 3 or above in Science will increase 6 percent.**

**Targets Supported**

- Science
- Science - Elementary School

**Resources Available to Support the Goal**

- Third grade Science teacher attending monthly Science coaches academy.
- District science specialist.
- Curriculum guide
- Web-based programs to support Science curriculum
- Reading coach supports Science reading strategies

**Targeted Barriers to Achieving the Goal**

- Teacher lacks depth of knowledge in content area.

**Plan to Monitor Progress Toward the Goal**

Improved proficiency in Science

**Person or Persons Responsible**

Science teachers

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Results from Curriculum Guide Assessments in Science; improved proficiency in Math and Reading, as well as classroom observations

**G9. The number of students scoring Level 3 or above in Reading will increase 5 percent.**

**Targets Supported**

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

**Resources Available to Support the Goal**

- 1. Common Core State Standards and FCAT2.0 test item specs
- 2. Curriculum guides
- 3. Saturday school
- 4. ReadWorks.or, SuperTeachers, Houghton Mifflin, SuccessMaker, Destination Success, and other web-based sources
- 5. Grade level common planning and vertical planning
- 6. Reading celebrations, incentives and student recognition activities

**Targeted Barriers to Achieving the Goal**

- 1. Limited teacher depth of knowledge. Reasons include moving from grade to grade; second or third year experience; previously not departmentalized.

## Plan to Monitor Progress Toward the Goal

Teachers will work collaboratively to improve professional knowledge

**Person or Persons Responsible**

Teachers coaches, administrators

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Student growth in CGA's, teacher made assessments and daily observations



## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Faculty, staff and students will respond to Code Yellow and Code Red drills in complete compliance with the Safe School Plan.

**G1.B1** Teachers may not keep themselves familiarized with the plan

**G1.B1.S1** Provide training throughout the year.

#### **Action Step 1**

Save Schools training

#### **Person or Persons Responsible**

Administrators

#### **Target Dates or Schedule**

Pre-planning, Faculty meetings 3 times per year, emails

#### **Evidence of Completion**

Agendas, sign-in sheets, Weekly bulletins, emails

#### **Facilitator:**

Administrators

#### **Participants:**

All faculty and staff

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

Training dates for Safe Schools plan will be established by the Leadership team

#### **Person or Persons Responsible**

Administrators

#### **Target Dates or Schedule**

Leadership team meeting in October

#### **Evidence of Completion**

Minutes from Leadership Team meeting, drills posted on school calendar

### Plan to Monitor Effectiveness of G1.B1.S1

Code Yellow and Code Red drills will be conducted, per the Leadership team and will be monitored for compliance.

#### Person or Persons Responsible

Administrators

#### Target Dates or Schedule

Each drill will be monitored and rated

#### Evidence of Completion

Drill checklist to be completed after each drill.

**G2.** The number of students making Learning Gains in Reading will increase 8 percent school-wide.

### G2.B4 Low student motivation

**G2.B4.S1** Students will be motivated through positive behavior plans (CHAMPS) in every classroom

#### Action Step 1

CHAMPS will be used in all classrooms.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Everyday

#### Evidence of Completion

CHAMPS posters and positive behavior plans will be visible in all classrooms to all visitors/observers

### Plan to Monitor Fidelity of Implementation of G2.B4.S1

CHAMPS in every classroom

#### Person or Persons Responsible

Administrators, coaches

#### Target Dates or Schedule

On going

#### Evidence of Completion

Observed during classroom visits, informal and formal observations

### Plan to Monitor Effectiveness of G2.B4.S1

CHAMPS in every classroom

**Person or Persons Responsible**

Administrators, coaches

**Target Dates or Schedule**

on going

**Evidence of Completion**

Reduced disciplinary referrals. Effective rituals and routines observed

**G2.B4.S2** Students will be motivated through school-wide Reading celebrations, incentives and student recognitions

**Action Step 1**

Planning and organizing school-wide celebrations, incentives and student recognition

**Person or Persons Responsible**

Administrators, coaches.

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

School calendar, news letters, bulletin boards

### Plan to Monitor Fidelity of Implementation of G2.B4.S2

School-wide celebrations, incentive and student recognition

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Decrease in disciplinary infractions; increase in student attendance, classroom participation

### Plan to Monitor Effectiveness of G2.B4.S2

School-wide Reading celebrations, incentives and student recognition

#### Person or Persons Responsible

Administrators, coaches

#### Target Dates or Schedule

on-going

#### Evidence of Completion

Students' accomplishments noted in news letters, website, bulletin boards, classrooms, etc.

**G3.** The number of bottom quartile students making Reading learning gains will increase by 5 percent.

### G3.B3 Limited parental involvement and support for home learning

#### G3.B3.S2 Improve communication with parents

##### Action Step 1

Improve communication with parents

#### Person or Persons Responsible

Administrators, teachers

#### Target Dates or Schedule

on-going

#### Evidence of Completion

News letters, website, Oncourse parent portal use, planner notes, marquee, parent link

### Plan to Monitor Fidelity of Implementation of G3.B3.S2

Improve communication with parents

#### Person or Persons Responsible

Administrators, coaches, teachers

#### Target Dates or Schedule

On-going

#### Evidence of Completion

News letters, website, Oncourse parent portal use, planner notes, marquee, parent link

## Plan to Monitor Effectiveness of G3.B3.S2

Improve communication with parents

### Person or Persons Responsible

Administrators, coaches, teachers

### Target Dates or Schedule

on-going

### Evidence of Completion

Students completing home learning assignments, attending regularly, coming to school prepared to learn

**G4.** The number of students scoring Level three or above in Math will increase 5 percent.

**G4.B2** Teachers lack depth of knowledge in content areas.

**G4.B2.S1** Grade level professional development

### Action Step 1

Professional development in the areas of rigor, data chats, lesson planning, differentiated instruction, gradual release

### Person or Persons Responsible

Coaches, Teachers

### Target Dates or Schedule

Weekly during grade level and vertical common planning

### Evidence of Completion

Sign in sheets

### Facilitator:

Coaches, administrators

### Participants:

Math teachers

### **Plan to Monitor Fidelity of Implementation of G4.B2.S1**

Professional development meetings will be included in the monthly Professional development calendar

#### **Person or Persons Responsible**

AP publishes calendar

#### **Target Dates or Schedule**

monthly

#### **Evidence of Completion**

Professional development calendar published; minutes from PD meetings submitted to Admin

### **Plan to Monitor Effectiveness of G4.B2.S1**

Professional development opportunities for math teachers

#### **Person or Persons Responsible**

Coaches/administrators

#### **Target Dates or Schedule**

classroom visits; formal and informal observations

#### **Evidence of Completion**

Teachers observed using strategies taught in professional development sessions

### **G4.B2.S3 Professional development through PLCs**

#### **Action Step 1**

Teachers will receive professional development in content areas during Early Release PLC meetings.

##### **Person or Persons Responsible**

Administrators, coaches, district specialist

##### **Target Dates or Schedule**

Early Release PLC meetings

##### **Evidence of Completion**

Agendas, sign in sheets, strategies observed during walk-thrus and observations

##### **Facilitator:**

Coaches, district speicialist

##### **Participants:**

All core teachers

### **Plan to Monitor Fidelity of Implementation of G4.B2.S3**

Content area professional development for Math teachers

##### **Person or Persons Responsible**

Administrators

##### **Target Dates or Schedule**

Early release Wednesday PLC meetings

##### **Evidence of Completion**

Teachers using Professional Development strategies in the classroom.

### Plan to Monitor Effectiveness of G4.B2.S3

Teachers will use content area strategies learned in Professional development opportunities provided

**Person or Persons Responsible**

Administrators, coaches, district specialist

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson plans, classroom observations, student data

**G5.** The number of students making Learning Gains in Math will increase at least 1 percent.

**G5.B4** Maintaining high percentage of proficiency/Learning gains in 5th grade math.

**G5.B4.S1** At least 90 percent of 5th graders will attend Saturday school

**Action Step 1**

Plan 13 weeks of 3-hour Saturday sessions.

**Person or Persons Responsible**

Administrators, coaches

**Target Dates or Schedule**

Second 9-weeks

**Evidence of Completion**

Teachers hired and Saturday school schedule disseminated

### Plan to Monitor Fidelity of Implementation of G5.B4.S1

Development of Saturday school lessons, activities, incentives

**Person or Persons Responsible**

Administrators, coaches, Saturday school teachers

**Target Dates or Schedule**

All plans completed prior to winter break

**Evidence of Completion**

Parents are signing up students



### **Plan to Monitor Effectiveness of G5.B4.S1**

Making sure Saturday school is attended by 90 percent of 5th graders

#### **Person or Persons Responsible**

Coaches and administrators

#### **Target Dates or Schedule**

One week prior to completion of Saturday school

#### **Evidence of Completion**

Attendance sign in sheets

**G6.** The number of bottom quartile students making Math gains will increase at least 1 percent.

### **G6.B3** Lack of parental involvement

**G6.B3.S1** Improve communication with families to improve parental involvement.

#### **Action Step 1**

Improve communication through the use of multiple mediums/access means.

#### **Person or Persons Responsible**

Teachers, Administrators, PTA, SAC

#### **Target Dates or Schedule**

Monthly newsletters; monthly SAC meetings; quarterly PTA meetings; weekly 'red folder' information; three parent nights (Jan, Feb, Mar) to give parents information about how to help students at home.

#### **Evidence of Completion**

Parent Link, News letters, emails, OnCourse sign-ups; attendance (sign in sheets) at PTA/SAC meetings, parent nights.

### **Plan to Monitor Fidelity of Implementation of G6.B3.S1**

Communications to parents will be logged and monitored

#### **Person or Persons Responsible**

Leadership team

#### **Target Dates or Schedule**

Every 1st and 3rd Tuesday at Leadership team meeting

#### **Evidence of Completion**

Leadership team will have a standing item on the agenda to review the past and planned opportunities to provide information to parents through Parent Link, newsletters, OnCourse, SAC/PTA meetings, in-school and after-school activities.

### **Plan to Monitor Effectiveness of G6.B3.S1**

Improved communication with parents will be logged

#### **Person or Persons Responsible**

Principal, Assistant Principal, Title I Parent Liaison

#### **Target Dates or Schedule**

Monthly faculty meetings

#### **Evidence of Completion**

Increased parental visits, participation in activities, monitoring student progress/home learning and communication with teachers will be documented in a monthly report and presented to the faculty for review.

**G7.** The number of students scoring Level 3.5 or above in Writing will increase 8 percent.

**G7.B1** Teacher lack of knowledge in writing instruction

**G7.B1.S1** Professional development for grade 2-4 teachers

**Action Step 1**

Professional development in writing

**Person or Persons Responsible**

Grades 2-4 ELA teachers

**Target Dates or Schedule**

Before school on Wednesdays, PLC, vertical planning periods

**Evidence of Completion**

Agenda, sign in sheet, student work

**Facilitator:**

AP, Reading coach, or district specialist

**Participants:**

All grade 2-4 ELA teachers

**Plan to Monitor Fidelity of Implementation of G7.B1.S1**

Review attendance at PD sessions

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Bimonthly

**Evidence of Completion**

Sign in sheets

### Plan to Monitor Effectiveness of G7.B1.S1

Increase in writing opportunities

**Person or Persons Responsible**

Administrators, Reading coach

**Target Dates or Schedule**

During walk-thrus, teacher observations

**Evidence of Completion**

Student work showing improved writing skills and frequency

### G7.B1.S2 Writing camp to encourage 4th grade students to write

**Action Step 1**

4th grade writing camp

**Person or Persons Responsible**

All 4th graders

**Target Dates or Schedule**

December-February

**Evidence of Completion**

Writing samples

### Plan to Monitor Fidelity of Implementation of G7.B1.S2

Writing camp

**Person or Persons Responsible**

Reading coach, AP

**Target Dates or Schedule**

Every Friday

**Evidence of Completion**

Writing samples

## Plan to Monitor Effectiveness of G7.B1.S2

Improve writing skills through writing camp for 4th graders

### Person or Persons Responsible

AP, Reading coach, teachers

### Target Dates or Schedule

Every Friday

### Evidence of Completion

Writing samples

**G8.** The number of students scoring Level 3 or above in Science will increase 6 percent.

**G8.B2** Teacher lacks depth of knowledge in content area.

**G8.B2.S1** Third grade teacher attending Science coach academy has vertical planning with 5th grade teacher.

### Action Step 1

Vertical planning with grade 3, 4, and 5 science teachers

### Person or Persons Responsible

Ms. Rock, Ms. Cheseck, Ms. Bransford

### Target Dates or Schedule

Wednesday vertical planning days

### Evidence of Completion

sign in sheet

### Facilitator:

Coaches, district specialists

### Participants:

Science teachers

### **Plan to Monitor Fidelity of Implementation of G8.B2.S1**

Science teachers will collaborate during vertical planning meetings with coaches

**Person or Persons Responsible**

Coaches

**Target Dates or Schedule**

Wednesday planning meetings

**Evidence of Completion**

Agenda, sign in sheets

### **Plan to Monitor Effectiveness of G8.B2.S1**

Science teachers will improve depth of knowledge through collaborative planning

**Person or Persons Responsible**

coaches, administrators

**Target Dates or Schedule**

Classroom visits/observations

**Evidence of Completion**

Students proficiency on CGAs and other teacher made assessments

**G9.** The number of students scoring Level 3 or above in Reading will increase 5 percent.

**G9.B1** 1. Limited teacher depth of knowledge. Reasons include moving from grade to grade; second or third year experience; previously not departmentalized.

**G9.B1.S1** Grade level Professional Development

**Action Step 1**

Professional development opportunities in lesson planning, Gradual Release, Rigor, Blooms Taxonomy, Webb's Depth of Knowledge, High order questioning, Differentiated instruction

**Person or Persons Responsible**

Teachers, coaches, Administrators, District specialist

**Target Dates or Schedule**

Weekly grade level meetings

**Evidence of Completion**

Attendance sheets

**Facilitator:**

Coaches, Administrators

**Participants:**

Classroom teachers, coaches

**Plan to Monitor Fidelity of Implementation of G9.B1.S1**

Grade level professional development scheduled weekly

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Leadership meetings, coaches logs

**Evidence of Completion**

Sign in sheets

## Plan to Monitor Effectiveness of G9.B1.S1

Grade level Professional Development

### Person or Persons Responsible

Coaches

### Target Dates or Schedule

Classroom visits

### Evidence of Completion

Teachers using strategies

## G9.B1.S3 Professional Learning Communities

### Action Step 1

Professional Learning Communities will be utilized to increase teacher professional knowledge in the areas of lesson planning, home learning, gradual release, rigor, differentiated instruction, data chats

### Person or Persons Responsible

All core teachers

### Target Dates or Schedule

Early release Wednesdays

### Evidence of Completion

Agendas from meetings

### Facilitator:

Administrators and coaches

### Participants:

All core teachers of reading, coaches



### **Plan to Monitor Fidelity of Implementation of G9.B1.S3**

Professional Learning Communities will be utilized to increase teacher professional knowledge

#### **Person or Persons Responsible**

Administrators will attend PLC meetings

#### **Target Dates or Schedule**

Early Release Wednesdays

#### **Evidence of Completion**

Review of agendas and minutes from meetings

### **Plan to Monitor Effectiveness of G9.B1.S3**

Teachers will use Professional Development strategies discussed in PLCs.

#### **Person or Persons Responsible**

Administrators and coaches

#### **Target Dates or Schedule**

On-going during classroom visits and formal/informal observations

#### **Evidence of Completion**

Increased student achievement in CGAs and other teacher developed assessments.

## 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 funds will pay for two teachers, one Parent/volunteer liaison, and grade level field trips.

All students receive free lunch through the CEO program.

SAI money will not be available this year, but the district will provide funds to run Saturday school for 13 weeks starting in Jan 14.

## 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.** Faculty, staff and students will respond to Code Yellow and Code Red drills in complete compliance with the Safe School Plan.

**G1.B1** Teachers may not keep themselves familiarized with the plan

**G1.B1.S1** Provide training throughout the year.

### PD Opportunity 1

Save Schools training

#### Facilitator

Administrators

#### Participants

All faculty and staff

#### Target Dates or Schedule

Pre-planning, Faculty meetings 3 times per year, emails

#### Evidence of Completion

Agendas, sign-in sheets, Weekly bulletins, emails

**G4.** The number of students scoring Level three or above in Math will increase 5 percent.

**G4.B2** Teachers lack depth of knowledge in content areas.

**G4.B2.S1** Grade level professional development

**PD Opportunity 1**

Professional development in the areas of rigor, data chats, lesson planning, differentiated instruction, gradual release

**Facilitator**

Coaches, administrators

**Participants**

Math teachers

**Target Dates or Schedule**

Weekly during grade level and vertical common planning

**Evidence of Completion**

Sign in sheets

**G4.B2.S3** Professional development through PLCs

**PD Opportunity 1**

Teachers will receive professional development in content areas during Early Release PLC meetings.

**Facilitator**

Coaches, district specialist

**Participants**

All core teachers

**Target Dates or Schedule**

Early Release PLC meetings

**Evidence of Completion**

Agendas, sign in sheets, strategies observed during walk-thrus and observations

**G7.** The number of students scoring Level 3.5 or above in Writing will increase 8 percent.

**G7.B1** Teacher lack of knowledge in writing instruction

**G7.B1.S1** Professional development for grade 2-4 teachers

**PD Opportunity 1**

Professional development in writing

**Facilitator**

AP, Reading coach, or district specialist

**Participants**

All grade 2-4 ELA teachers

**Target Dates or Schedule**

Before school on Wednesdays, PLC, vertical planning periods

**Evidence of Completion**

Agenda, sign in sheet, student work

**G8.** The number of students scoring Level 3 or above in Science will increase 6 percent.

**G8.B2** Teacher lacks depth of knowledge in content area.

**G8.B2.S1** Third grade teacher attending Science coach academy has vertical planning with 5th grade teacher.

**PD Opportunity 1**

Vertical planning with grade 3, 4, and 5 science teachers

**Facilitator**

Coaches, district specialists

**Participants**

Science teachers

**Target Dates or Schedule**

Wednesday vertical planning days

**Evidence of Completion**

sign in sheet

**G9.** The number of students scoring Level 3 or above in Reading will increase 5 percent.

**G9.B1** 1. Limited teacher depth of knowledge. Reasons include moving from grade to grade; second or third year experience; previously not departmentalized.

**G9.B1.S1** Grade level Professional Development

**PD Opportunity 1**

Professional development opportunities in lesson planning, Gradual Release, Rigor, Blooms Taxonomy, Webb's Depth of Knowledge, High order questioning, Differentiated instruction

**Facilitator**

Coaches, Administrators

**Participants**

Classroom teachers, coaches

**Target Dates or Schedule**

Weekly grade level meetings

**Evidence of Completion**

Attendance sheets

**G9.B1.S3** Professional Learning Communities

**PD Opportunity 1**

Professional Learning Communities will be utilized to increase teacher professional knowledge in the areas of lesson planning, home learning, gradual release, rigor, differentiated instruction, data chats

**Facilitator**

Administrators and coaches

**Participants**

All core teachers of reading, coaches

**Target Dates or Schedule**

Early release Wednesdays

**Evidence of Completion**

Agendas from meetings