Bonita Springs Elementary School

2014-15 School Improvement Plan

Bonita Springs Elementary School

10701 DEAN ST SE, Bonita Springs, FL 34135

http://bne.leeschools.net//

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
Elementary	Yes	97%

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

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The staff at Bonita Springs Elementary will provide a positive learning environment in which students of every background will have the opportunity for optimal academic and personal growth. The goal of our dedicated and professional teachers and staff is to prepare students to be productive, contributive citizens by encouraging a love of learning in an enriched academic atmosphere where students will realize their full potential as creative and independent thinkers.

Provide the school's vision statement

The Mission of Bonita Springs Elementary is to be a world-class school.

School Environment

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

Bonita Springs Elementary has PLC and grade level teams to ensure a successful culture between students and teachers. The PLC teams focus on Reading, Math, Science, Social Studies teachers across the grade levels. In these teams teachers will analyze data and evaluate school environment to increase student support.Bonita Springs Elementary also builds relationships with families through monthly calendars, newsletters, IPTO, SAC, VPK, Home visits, horizontal and vertical planning, parent conferences, Open House, MTSS, fall carnival, fiesta night, breakfast with Santa, science fair night and B3 academic nights.

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

Bonita Springs Elementary has a safety team which has created a plan to ensure our students are safe and that the school is orderly and adheres to district policy. The safety needs are met through planning for appropriate evacuation routes, creating a safety team and preparing an environment where our students and staff feel safe and secure.

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

Each teacher is required to have a classroom behavior plan. Teachers complete a heirarchy of behavior interventions that include both consequences as well as rewards. Administrators are advised and involved with all students.

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

Bonita Springs Elementary works very closely with a school social worker. Administration, resource teachers and classroom teachers are part of the team that ensures the well being of students. The social worker guides families to receive the social services they need. Students receive backpacks and school supplies at the beginning of the school year. Families receive food weekly to nourish their children. Teachers and other staff members mentor students who have social and emotional needs.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
Tracking tardies for students.
One or more suspensions, whether in school or out of school
Course failure in English Language Arts or Mathematics
A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
Students scoring below 80% on Reading and Math assessments.
Students identified as at risk based on the STAR and STAR Early Lit.

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

- Forty minute school-wide intervention block in reading
- Superstar tutoring program
- ELS tutoring program
- Mentors assigned to students
- YMCA reads program.
- TIF, academic coaches and resource teachers assigned to specific grade levels

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/172427.

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

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

Bonita Springs Elementary will ensure that parents are included in the development, implementation and evaluation of Bonita Spring's Parent Involvement Plan, as well as all school-related plans, including, but not limited to, Schools' Parent Involvement Plans and School Improvement Plans, through their participation in the School Advisory Council (SAC) and by providing input through their school's annual Parent Survey and the District Parent Satisfaction Survey. All Title I SACs, of which parents comprise 51%, review, evaluate, and provide feedback on BSE's PIP at our SAC meeting throughout the school year.

Effective Leadership
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Louzao, Jill	Assistant Principal
Laney, Beverlee	Teacher, K-12
Locke, Taylor	Teacher, K-12
Mastro, Laurie	Other
Robinson, Melissa	Other
Solana, Marlen	Assistant Principal
Caputo, Susan	Principal

Duties

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

The roles of each member are as follows:
Classroom Teacher
• Keep ongoing progress monitoring notes in a MTSS folder to be filed in cumulative folder at the end of each school year or if transferring/withdrawing.
- Pre-K - Teaching Strategies Gold, VPK assessments AP1,AP2. AP3
• Attend MTSS Team meetings to collaborate on & monitor students who are struggling
• Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
• Deliver instructional interventions with fidelity
- Participate in weekly PLCs
- Participate in professional development
Reading or Math Coach / Resource
• Attend MTSS Team meetings

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

• Monitor data collection process for fidelity
• Review & interpret progress monitoring data
• Collaborate with MTSS Team on effective instruction & specific interventions
• Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions
ESE Teacher/Staffing Specialist
• Consult with MTSS Team regarding intensive interventions
• Incorporate MTSS data when making eligibility decisions
Social Worker
• Attend MTSS Team meetings when requested
• Conduct social-developmental history interviews and share with MTSS Team
ESOL/ELL Representative
• Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
• Conduct language screenings and assessments
• Provide ELL interventions at all tiers

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

The MTSS Problem-Solving team at Bonita Springs Elementary meets on an as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual
Title I, Part A
Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.
Title I, Part C- Migrant
Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.
Title I, Part D
The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.
Title II, Part A
Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration

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

Title III

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

Title X- Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that

children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Head Start

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

Adult Education

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

Career and Technical Education

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

Job Training

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

Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Jill Hassell	Parent
Taylor Locke	Teacher
Laurie Mastro	Teacher
Susan Caputo	Principal
Marta Romero	Education Support Employee
Juan Ramero	Business/Community
Hector Louzao	Business/Community
Ignacio Marquez	Parent
Luis Moreno	Parent
Longina Romero	Parent
Laura Miller	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

The group is not a part of the preparation of the budget. The group approves the budget and spending.

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

Funding was not available last year.

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

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Louzao, Jill	Assistant Principal
Laney, Beverlee	Teacher, K-12
Locke, Taylor	Teacher, K-12
Mastro, Laurie	Other
Robinson, Melissa	Other
Solana, Marlen	Assistant Principal
Caputo, Susan	Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT meets regularly to discuss the academic progress of students. Data is used from performance matters, CWT and observations to determine needs. Based on the needs of the students and staff,the LLT ensures that teachers have proper training support and materials to implement best practices, Every member of the LLT teaches a 40 minute intervention block daily. The LLT plans and meets with grade level PLCs weekly. Members of the LLT coach and model in classrooms on a regular basis. The LLT is also a driving force behind backwards planning.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The master schedule was created so that each grade level has 50 minutes of common planning on a daily basis. Teachers also implement the PLC model at least once a week. During PLCs teachers review the norms, address the four critical questions and establish goals. In addition they also review data, share best practices and collaborate weekly on lesson plans and common formative assessments. TIF teachers as well as administrators attend PLCs. Bonita Springs has established a sunshine committee, an administrative newsletter and monthly staff lunches to build, support and create positive morale among the staff.

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

Regular meetings are scheduled with teachers targeting classroom procedures, management, instructional strategies, and overall support.
New teachers are assigned a Mentor Teacher to help and support them, new teachers meet regularly with administration..
Grade level PLC meetings to plan curriculum mapping and instruction to meet the needs of the students.
Both the Principal and Assistant Principal will be responsible for the recruitment and retention of teachers.
TIF teachers provide modeling and support to teachers.
The Principal is involved in district recruitment fair.
In addition to the above, our Pre-K teachers also have a curriculum specialist assigned to the school.

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

Bonita Springs Elementary uses the district's APPLES program with our beginning teachers. Planned Mentoring Activities include observations of new teacher's instruction and continuous feedback sessions and collaborative planning of lessons. Training on data driven decision making using performance matters is provided.
Rationale for Pairings: Bonita Springs Elementary pairs new teachers and mentors based on individual needs and strengths of the new teacher, mentor teacher and grade level.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Bonita Springs Elementary uses the academic plan and core materials provided by the district for reading, math, social studies and science instruction. Weekly professional development training related to high yield instructional strategies, the Florida Standards, curriculum needs and technology is provided to teachers. District coaches and trainings are providing teachers support throughout the 2014-2015 school year.

Instructional Strategies

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

Bonita Springs Elementary is modifying instruction through our daily intervention time in grades Pre - Kindergarten through fifth grade. This includes differentiated instruction for students at all academic levels. PLCs will provide the vehicle for disaggregation of data in order to provide interventions and enrichment. During intervention time, students are grouped by mastery of standards and small group times. Mastery is considered 80%.
Pre-K and EHS (infant and toddler) are inclusive sited for students with IEP's

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

Strategy: After School Program

Minutes added to school year: 2,400

Bonita Springs Elementary offers and hosts after school tutoring programs for students in grades 1-5 to assist in mastery of standards and to prepare for End of Year assessments. These programs will focus on skills in Literacy and Math. Enrichment activities will also be included to help build background knowledge and improve on skills the child already exhibits.

Strategy Rationale

After school programs provide students with additional academic time, small group instruction, and instruction specific to the standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Louzao, Jill, jillal@leeschools.net

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

End of Year and progress monitoring data will be available and monitored to show effectiveness.

Strategy: Summer Program

Minutes added to school year: 6,300

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

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

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

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

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Open House and orientation meetings will be held prior to the start of the school year for kindergarten students and their families to familiarize them with the school and expectations for the coming year.

All students are assessed within the first 45 days upon entering within the areas of Basic Skills/ School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/ Processing. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Articulation cards will be completed by classroom teachers, and teachers will meet in the spring to group students for the next grade level. Students visit Kindergarten classrooms and eat in the cafe the last 2 weeks of class. Parent meetings are held to discuss kindergarten expectations and teach parents how to prepare their children for kindergarten.

College and Career Readiness

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

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

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

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

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

G1. Increase student achievement gains school-wide by focusing on teaching and learning. `1a`

🔍 G039297

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	67.0
AMO Math - ELL	55.0
AMO Math - ED	64.0
AMO Math - Hispanic	62.0
AMO Math - SWD	57.0
AMO Math - White	81.0
Math Lowest 25% Gains	44.0
AMO Reading - All Students	65.0
AMO Reading - ED	62.0
AMO Reading - ELL	47.0
AMO Reading - Hispanic	59.0
AMO Reading - SWD	57.0
AMO Reading - White	81.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	70.0
FCAT 2.0 Science Proficiency	42.0
Math Gains	70.0

Resources Available to Support the Goal `2`

- TIF Teacher Leaders

- Professional Learning Communities

- District Level Support from Curriculum and Staff Development

- Walk to Intervention school-wide.

- Community support for our families. Backpacks, dental care, eyeglasses, fresh fruit and vegetable snack, food pantry, school supplies,holiday gifts, shoes, and clothing for students

- Paraprofessionals

- Reading Resource Teachers

- Math Resource Teachers

- CPalms

- Head Start and Early Head Start

- Social Work Staff

- Nursing Staff

- Family and Community Specialist

- Disabilities Specialist

- Mental Health Specialist

- Head Start Curriculum Specialist

- Data Dashboard

Targeted Barriers to Achieving the Goal `3`

- Implementing, understanding and applying backwards design to develop and implement standards-based instruction.

- Analyzing data to drive instruction and increase student achievement.

Plan to Monitor Progress Toward G1. `8`

Grade Level Data Chats with administration, summative data on standard-based assessments, STAR data

Person Responsible
Susan Caputo

Schedule
Biweekly, from 9/15/2014 to 6/5/2015

Evidence of Completion
Data from summative assessments

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase student achievement gains school-wide by focusing on teaching and learning. `1`

🔑 G039297

G1.B4 Implementing, understanding and applying backwards design to develop and implement standards-based instruction. `2`

🔑 B094587

G1.B4.S1 Backwards design will be used to implement standards-based instruction. `4`

🔑 S105640

Strategy Rationale

Teachers need to understand the standards in order to design effective instruction.

Action Step 1 `5`

Professional Development on Understanding by Design and how to use it to plan for instruction.

Person Responsible

Susan Caputo

Schedule

Daily, from 8/12/2014 to 8/13/2014

Evidence of Completion

Inservice records and lesson plans

Action Step 2 5

Professional Development on utilizing the academic plan to guide instruction.

Person Responsible

Susan Caputo

Schedule

Monthly, from 8/21/2014 to 6/5/2015

Evidence of Completion

Inservice records and lesson plans

Action Step 3 5

Professional Development on coaching expectations.

Person Responsible

Susan Caputo

Schedule

On 9/18/2014

Evidence of Completion

Coaching calendar

Action Step 4 5

Job embedded professional development through facilitated co-planning to develop standards-based instructional plans; i.e. coaching cycles and differentiated instruction

Person Responsible

Susan Caputo

Schedule

Weekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Lesson plans, PLC meeting minutes, coaching calendars, classroom observational data, differentiated groups

Action Step 5 5

Teacher participation in vertical discussion and planning of standards-based instruction

Person Responsible

Susan Caputo

Schedule

Monthly, from 9/17/2014 to 6/5/2015

Evidence of Completion

PLC meeting minutes

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Monitor instruction, lesson plans, and data from Performance Matters and Pinnacle

Person Responsible

Jill Louzao

Schedule

Weekly, from 8/21/2014 to 6/5/2015

Evidence of Completion

lesson plans, CWT, assessment calendars, and data sources

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Monitor student mastery of standards

Person Responsible

Susan Caputo

Schedule

Biweekly, from 8/21/2014 to 6/5/2015

Evidence of Completion

Performance Matters Reports; Item Analysis, Benchmark Reports and Formative Assessments

G1.B5 Analyzing data to drive instruction and increase student achievement. 2

B094726

G1.B5.S1 Data will be used to drive instruction. 4

S105909

Strategy Rationale

To align instruction to meet the needs of all students

Action Step 1 5

Professional Development on Performance Matters

Person Responsible

Susan Caputo

Schedule

Monthly, from 8/21/2014 to 6/5/2015

Evidence of Completion

In-service reports

Action Step 2 5

Grade level data chats with leadership team focusing on Item Analysis of the data to drive instruction

Person Responsible

Susan Caputo

Schedule

Biweekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Data Chat Agendas and/or minutes

Action Step 3 5

Facilitated PLC meetings with data analysis to identify student instructional needs

Person Responsible

Susan Caputo

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

PLC Agendas and/or minutes

Action Step 4 5

PLC Data Meetings with data analysis to incorporate formative assessments to provide differentiated instruction

Person Responsible

Susan Caputo

Schedule

On 6/5/2015

Evidence of Completion

PLC Agendas and/or minutes

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Student learning gains as determined by data from standards-based assessments.

Person Responsible

Susan Caputo

Schedule

Weekly, from 8/21/2014 to 6/5/2015

Evidence of Completion

Performance Matters reports

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 [7]

Student learning gains on standards based assessments.

Person Responsible

Susan Caputo

Schedule

Biweekly, from 8/21/2014 to 6/5/2015

Evidence of Completion

Performance Matters reports.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A1	Professional Development on Understanding by Design and how to use it to plan for instruction.	Caputo, Susan	8/12/2014	Inservice records and lesson plans	8/13/2014 daily
G1.B5.S1.A1	Professional Development on Performance Matters	Caputo, Susan	8/21/2014	In-service reports	6/5/2015 monthly
G1.B5.S1.A2	Grade level data chats with leadership team focusing on Item Analysis of the data to drive instruction	Caputo, Susan	9/15/2014	Data Chat Agendas and/or minutes	6/5/2015 biweekly
G1.B4.S1.A2	Professional Development on utilizing the academic plan to guide instruction.	Caputo, Susan	8/21/2014	Inservice records and lesson plans	6/5/2015 monthly
G1.B4.S1.A3	Professional Development on coaching expectations.	Caputo, Susan	9/18/2014	Coaching calendar	9/18/2014 one-time
G1.B5.S1.A3	Facilitated PLC meetings with data analysis to identify student instructional needs	Caputo, Susan	9/2/2014	PLC Agendas and/or minutes	6/5/2015 weekly
G1.B4.S1.A4	Job embedded professional development through facilitated co-planning to develop standards-based instructional plans; i.e. coaching cycles and differentiated instruction	Caputo, Susan	9/15/2014	Lesson plans, PLC meeting minutes, coaching calendars, classroom observational data, differentiated groups	6/5/2015 weekly
G1.B5.S1.A4	PLC Data Meetings with data analysis to incorporate formative assessments to provide differentiated instruction	Caputo, Susan	9/15/2014	PLC Agendas and/or minutes	6/5/2015 one-time
G1.B4.S1.A5	Teacher participation in vertical discussion and planning of standards-based instruction	Caputo, Susan	9/17/2014	PLC meeting minutes	6/5/2015 monthly
G1.MA1	Grade Level Data Chats with administration, summative data on standard-based assessments, STAR data	Caputo, Susan	9/15/2014	Data from summative assessments	6/5/2015 biweekly
G1.B4.S1.MA1	Monitor student mastery of standards	Caputo, Susan	8/21/2014	Performance Matters Reports; Item Analysis, Benchmark Reports and Formative Assessments	6/5/2015 biweekly
G1.B4.S1.MA1	Monitor instruction, lesson plans, and data from Performance Matters and Pinnacle	Louzao, Jill	8/21/2014	lesson plans, CWT, assessment calendars, and data sources	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S1.MA1	Student learning gains on standards based assessments.	Caputo, Susan	8/21/2014	Performance Matters reports.	6/5/2015 biweekly
G1.B5.S1.MA1	Student learning gains as determined by data from standards-based assessments.	Caputo, Susan	8/21/2014	Performance Matters reports	6/5/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

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

G1.B4 Implementing, understanding and applying backwards design to develop and implement standards-based instruction.

G1.B4.S1 Backwards design will be used to implement standards-based instruction.

PD Opportunity 1

Professional Development on Understanding by Design and how to use it to plan for instruction.

Facilitator

Beverlee Laney, MJ Cooper, Becky Bartos, Lauren Cessna

Participants

K-5 Teachers, Administrators, Instructional Coaches

Schedule

Daily, from 8/12/2014 to 8/13/2014

PD Opportunity 2

Professional Development on utilizing the academic plan to guide instruction.

Facilitator

Ashley LaMar, Christine Busenbark, Candace Allevato, Rebecca Mendes

Participants

K-5 Teachers, Administrators, Instructional Coaches

Schedule

Monthly, from 8/21/2014 to 6/5/2015

G1.B5 Analyzing data to drive instruction and increase student achievement.

G1.B5.S1 Data will be used to drive instruction.

PD Opportunity 1

Professional Development on Performance Matters

Facilitator

Ashley LaMar

Participants

Grade K-5 teachers

Schedule

Monthly, from 8/21/2014 to 6/5/2015

Technical Assistance Items

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

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

G1.B4 Implementing, understanding and applying backwards design to develop and implement standards-based instruction.

G1.B4.S1 Backwards design will be used to implement standards-based instruction.

PD Opportunity 1

Professional Development on coaching expectations.

Facilitator

Randy Vincent

Participants

Instructional Coaches, Administrators

Schedule

On 9/18/2014

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**