

Deer Point Elementary School

4800 HIGHWAY 2321, Panama City, FL 32404

[no web address on file]

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
49%

Alternative/ESE Center
No

Charter School
No

Minority
16%

School Grades History

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

School Board Approval

This plan is pending approval by the Bay 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
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Deer Point Elementary will work collaboratively to ensure the success of all students through engaging and relevant learning activities.

Provide the school's vision statement

Deer Point Anglers are respectful, independent and responsible learners.

School Environment

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

Deer Point teachers use interest inventories completed by students and parents. Student background information sheets are sent home to be completed by families. Student work is shared in the classroom and displayed in the hallway, thus encouraging school-wide relationship building. Teachers also gather information from parent conferences, phone conversations, and information stored in FOCUS. The guidance counselor screens students for ESOL services, provides information to parents and teachers, and facilitates meetings to ensure students feel comfortable within the school environment. Before the first day of school, Deer Point offers an orientation for parents and students to meet the teacher and visit classrooms. Deer Point provides an Open House for families as a way for families to see student's classroom and work. Students have the opportunity to participate in a variety of after-school clubs. Art Night is used to encourage art. A fall festival, book fairs, STEM Night, and various musical performances are used to promote family participation.

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

Supervision is provided in the morning and in the afternoon. C.A.S.T. expectations are developed by the students within each classroom and are revisited as needed. Students earn Angler Bucks for exhibiting C.A.S.T. expectations. Sgt. Blalock with the Lynn Haven Police Department and Bay District School Officers spend time on campus, in classrooms, and meeting with students. Doors on the campus are locked. Students participate in fire drills, evacuation drills, and lock-down practices. Teachers walk students to afternoon dismissal. Teachers put students on the buses and in vehicles. If a new adult is picking up a student, they must present proper identification. When entering the building, adults must present proper identification, sign-in, and receive a badge. Teachers practice procedures throughout the year. Every classroom has a Safety Plan.

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

Students follow C.A.S.T. expectations (Control Yourself, Act Respectfully, Show Citizenship, Take Responsibility). Students develop C.A.S.T. expectations in each classroom. Teachers use Positive Behavior Support (PBS) to promote positive behaviors school-wide. Pep Rallies are used to promote excitement for positive behaviors and big events are planned as a reward for students who earn the Angler bucks. PBS Training is provided for teachers and support staff. Using student-developed

C.A.S.T. expectations, teachers write a Classroom Management Plan. Whenever possible, teachers manage classroom behaviors. Office discipline referrals are used when behaviors cannot be managed in the classroom and distract student learning. Each classroom has a PBS reward system to promote positive behaviors.

Office Discipline Referrals and Parent Alerts are tied to Focus/Parent Portal. ESE and Autism teachers receive CPI training.

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

Counseling is available to students before, during, and after school. Bullying education is provided in the classrooms. Resources for bullying are on the guidance website. Friend Watch is used by each school within our district to provide an outlet for students who are concerned about bullying. A Guidance Mailbox is used by students to communicate concerns or issues with other students or in their home life. Conflict Resolution strategies are taught in the classroom. A Military Counselor is on site to provide counseling for children of military parents. Guidance Counselors provide parents with community resources outside of the school. Community partners help with food, clothing, and mentoring.

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

Deer Point Elementary meets monthly with the MTSS (Multi-Tiered System of Supports) team to discuss students who are currently in the MTSS process and those that are yet to be identified. See below.

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
	K	1	2	3	4	5	
Attendance below 90 percent	31	11	12	10	10	9	83
One or more suspensions	4	1	1	2	2	7	17
Course failure in ELA or Math	0	0	2	0	1	3	6
Level 1 on statewide assessment	0	0	0	26	15	20	61

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

Indicator	Grade Level					Total
	K	2	3	4	5	
Students exhibiting two or more indicators	3	1	3	3	8	18

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

School-based MTSS Team

Carol Ann Whitehurst (Principal): Provides guidance to the team; ensures that all teachers make

data-based decisions for differentiating instruction and interventions; monitors implementation of effective interventions; and provides staff development on the needs of students. Kelli Creamer (Guidance): Provides staff development on appropriate interventions; assists teachers in formulating intervention strategies; provides teacher/student support for emotional and academic concerns; attends monthly district MTSS meetings and shares information with teachers; and oversees the school's data team. Nancy Tilghman (Speech/Language Pathologist): Assists in the selection of screening measures and data collection; assists in monitoring implementation of appropriate and effective interventions.

(MTSS-STSS): Provides support to teachers for the MTSS process; performs classroom observations on students in the MTSS process; attends site-based meeting; assists with data input and analysis; and informs teachers and staff of all updates/changes to the MTSS process. Karrie Bradshaw (Kindergarten Representative): Provides core curriculum expertise; ensures interventions are being used appropriately; assists in monitoring student data; and makes suggestions for effective interventions based on student need. Ashlyn Pate (1st Grade Representative): Provides core curriculum expertise; ensures interventions are being used appropriately, assists in monitoring student data; and makes suggestions for effective interventions based on student need. Lacey Frank (2nd Grade Representative): Provides core curriculum expertise; ensures interventions are being used appropriately, assists in monitoring student data; and makes suggestions for effective interventions based on student need. Jana Walker (3rd Grade Representative): Provides core curriculum expertise; ensures interventions are being used appropriately, assists in monitoring student data; and makes suggestions for effective interventions based on student need. Karla Odom (4th Grade Representative): Provides core curriculum expertise; ensures interventions are being used appropriately, assists in monitoring student data; and makes suggestions for effective interventions based on student need. Cody Bylsma (5th Grade Representative): Provides core curriculum expertise; ensures interventions are being used appropriately; assists in monitoring student data; and makes suggestions for effective interventions based on student need.

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Monthly newsletters, Parent Portal school-wide emails, and IRIS alerts, in addition to school and classroom websites, will provide families a variety of means by which they may become informed of school events. Numerous events are planned throughout the year to encourage parents to participate in the life of the school:

- * Musical performances for all grade levels
- * Art nights
- * Two grandparent events
- * A fall and a spring Book Fair
- * Thanksgiving and Christmas lunches
- * AFIT (a parent teacher organization)
- * Market Days - giving students the opportunity to make items for sale to families

- * Fun Run (5K, 10K and 1 mile run)
- * STEM Night
- * Chick-Fil-A Spirit Nights and Whataburger Spirit Night throughout the year
- * Fall Festival

The district's Parent Portal provides families with real time information regarding student achievement and attendance. Each family is required to establish an account through which they may view students grades and communicate with teachers.

Conferences are regularly scheduled with families to discuss academic, social, behavioral, and attendance concerns. Parent contact is encouraged through a number of methods including Parent Portal, emails, phone and mail.

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

Deer Point builds and sustains partnerships with the local community partner to secure and utilize resources to support the school and student achievement.

Hiland Park Baptist Church-provides food bags for students in need for weekends

Deer Point Lake Assembly of God-provides school supplies for students in need

Creamer's Tree Services- provides bucket truck for science experiment day

GRPB Services- power washed our school

Sam's Club-provides gift certificates for Positive Behavior Support (PBS) events

Chill- Fundraising for PBS events with yogurt cart and supplies certificates for achievement for honor roll

Whataburger- Spirit Nights

Chick-Fil-A- Spirit Nights

Sweet Frogs- community outreach for funraising, teacher incentives and field trips

Newk's- supplies honor roll certificates and teacher incentives

Subway- provides food and supplies for teachers

Starbucks- provides food and beverages for teachers pre plannin

Golden Corral- student incentive cards and honor roll certificates

Skate Factory- honor roll certificates and incentives

Tilghman Accounting and Tax Services- financial resources

Junior Service League- provides clothing for students in need

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
Whitehurst, Carol Ann	Principal
Anderson, Serenity	Assistant Principal
Creamer, Kelli	Guidance Counselor
Gillman, Whitney	Teacher, K-12
Register, Roxanne	Teacher, K-12
Longstreet, Connie	Teacher, K-12
Cimato, Jenny	Teacher, K-12
Davis, Christy	Teacher, K-12
Jones, Kristy	Teacher, K-12
Kandler, Lynn	Teacher, K-12
McCormick, Judith	Teacher, K-12
Lee, Kim	Teacher, K-12
Roberts, Amy	Teacher, K-12

Duties

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

Carol Ann Whitehurst's serves as the principal at Deer Point Elementary. She ensures that all teachers have the necessary materials and training in order to teach effective lessons. She monitors lesson plans and meets with the teachers three times a year to monitor the academic progress of all students. She oversees the before school and afterschool student drop off area. She relays important district initiatives to the staff in a timely manner at monthly faculty meeting. Another one of her responsibilities is the hiring and retention of good staff. Mrs. Whitehurst also meets with the SAC and AFIT committees.

Serenity Anderson serves as the Administrative Assistant at Deer Point Elementary School. Serenity works along with Mrs. Whitehurst to make sure that all of the teachers have the materials necessary to teach effective lessons. She works with scheduling of special events that occur throughout the year. Mrs. Anderson also helps the teachers with discipline referrals. She meets with the student and contacts the parents when students have had a discipline referral. Mrs. Anderson also helps with the before school and after school release of students in the drop off area. She also meets with the SAC and AFIT committee.

Kelli Creamer is the guidance counselor at Deer Point Elementary School. Kelli monitors all of the MTSS students and sits in on the monthly MTSS meeting to track students performance. She also monitors attendance of students and provides incentives for students to increase attendance goals. Kelli also takes care of all guidance related issues.

Included on the team are curriculum chairs (Roxanne Register, Whitney Gillman, Connie Longstreet) as well as grade chairs for each grade level (Kim Lee, Judith McCormick, Christy Davis, Jenny Cimato, Kristy Jones, Lynn Kandler, Amy Roberts). These teachers meet with members of their curriculum teams at least once a month to discuss school wide data and discuss ideas of ways to help improve the students learning. They also meet with the SAC committee to inform them of any new initiatives.

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 process: plan, act, do is a never ending circle. Data will be used to drive decisions and determine goals for the SIP. Data used will consist of FCAT/FSA, DEA, DAR, John's, etc.

Title II: Bay District Schools Office of Staff Development provides the school with staff development opportunities, materials, and resources related to increasing student achievement as requested. Bay District Schools Office of Staff Development also provides Staff Training Specialists to deliver staff development for instructional staff and administrators.

Title III: District funds are used to provide supplemental materials and computer software to support English Language Learners (ELL).

Title X: Bay District provides resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Brandy Carlson	Parent
Tina Corbin	Parent
Tracie Walker	Parent
Carol Ann Whitehurst	Principal
Roxanne Register	Teacher
Whitney Gillman	Teacher
Connie Longstreet	Teacher
Denise Gay	Education Support Employee
Brooke Powell	Parent
Terri Kyle	Parent
Julie McConnell	Parent
Jane Korkoske	Parent

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

SAC meets four times per year to evaluate the school improvement plan and implementation. The stakeholders hear from each achievement team leader regarding the academic portions of the plan and the PBS team leader to address the behavior plan as well. The climate survey data is reviewed. The stakeholders offer suggestions, give feedback and offer assistance through community partnerships where available. At the final meeting, available student achievement data, the team reviews the plan and progress made towards the goals that were set. If achievement data is not available at that time a meeting is scheduled before the election of new team members to review the progress of the previous year's plan. This aides the team in making decisions for the upcoming year and new goals.

Development of this school improvement plan

SAC meets in the spring, as scores are released, and fall, when the SIP is written and after school grades are released, to analyze data including FCAT scores, Climate Survey results, attendance and behavior data. SAC oversees the implementation of the SIP during the four scheduled meetings held throughout the year. SAC approved the SIP at its first meeting on September 16, 2014.

Preparation of the school's annual budget and plan

SAC reviews the proposed budget prior to its approval.

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

N/A

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
Register, Roxanne	Teacher, K-12
Davis, Christy	Teacher, K-12
Jones, Kristy	Teacher, K-12
Kandler, Lynn	Teacher, K-12
Lee, Kim	Teacher, K-12
Anderson, Serenity	Assistant Principal
Whitehurst, Carol Ann	Principal
Roberts, Amy	Teacher, ESE
Longstreet, Connie	Teacher, K-12
Cimato, Jenny	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT helps to create school-wide writing expectations and rubrics and support the district's Six-Traits writing initiative. The team meets monthly. The school participates in Celebrate Literacy Week and holds 2 yearly book fairs to promote literacy. K-2 students participate in story time each week with the media specialist and 3-5 grades participate in media research. Take home libraries are sent home with K-2 students on a weekly basis. Our district purchased an online reading library distributor for all students called OVERDRIVE where students can download books to an electronic device.

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

Deer Point Elementary strives to encourage a positive working relationship between teachers, including collaborative planning and instruction. Professional Learning Communities (PLC's) are used to assist teachers in teaching publicly and collaboratively.

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

The principal and assistant principal will hire only highly qualified personnel whenever possible. Attention will be given to teachers with endorsements such as Gifted, Reading and ESOL, as well as multiple certifications such as K-6, Middle Grades, and ESE. Teachers will be encouraged to participate in the BDS teacher induction program as well as various district and school sponsored professional development opportunities such as Mimio, Enrich, Google Docs, Common Core ELA and Math, 6-Traits, etc. New teachers will be provided opportunities to visit classrooms to observe quality instruction. Classroom walk-throughs will be ongoing, providing teachers with quality feedback and opportunities for improvement.

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

We partner new teachers and teachers new to the district with effective teachers to assist them with BDS requirements and Deer Point expectations. We look at the new teacher's needs based on observations, meetings with their grade level chairs and prior experiences if any in other districts to make decisions on the pairings of teachers and mentors. Bay District Schools also provides new teachers with a district level mentor assigned to multiple schools that can assist teachers in more specific areas of need. The district mentor makes contact with the administrators or teachers to set up meeting times. The district level mentor teacher can observe, provide feedback, model lessons and provide professional development to new teachers as well.

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

The school ensures its core instructional programs and materials are aligned to Florida's standards through the district adoption of curriculum that was approved by the state of Florida for English Language Arts to meet the Florida Standards. For Math, the previous adoption is still in place and the publisher has modified and provided materials that are Florida Standards aligned. At the district level, curriculum guides and (YAG)- Year At A Glance documents have been created and provided to teachers for all subject areas aligned to the standards.

As a district initiative, we are implementing PLC's at all grade levels which allows teachers the time and opportunity to dig into the curriculum, the assessments and resources to ensure that all materials are standards aligned. Teachers at Deer Point are required to provide lesson plans on the computer I drive for the administration to check and ensure that aligned instructional programs and materials are being used. Classroom Walk-Throughs on a weekly basis are also a method administration uses to ensure curriculum materials that are aligned are being used.

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

At Deer Point Elementary, we use data to provide and differentiate instruction to meet the diverse needs of student in multiple ways. Instruction is modified and supplemented throughout the course of the day and in different subject areas to assist students who are having difficulty attaining the proficient level on assessments. One way our teachers use the data to drive instruction is in their PLC time each week where they analyze the data on the assessments K through 5. Teachers at each grade level use common assessments, Discovery Education, diagnostic assessments (WSS in K and Number Sense screener) and formative assessments to drive their formation instructional groups. Teachers are asked to keep a data notebook taht is used to record data for each student to be shared with administration 3 times per year, at parent conferences, retention and promotion meetings and MTSS grade level meetings. This notebooks provides documentation on the progression of the standards and mastery for each student at a glance. This student data sheet is then placed in the student record for the teacher for the following year to begin with collecting data. Teacher will document guided reading levels, writing monthly progression, FCAT and DE data as well as other pertinent information as a snapshot of the student and their data.

For students who are meeting mastery of the standards based on the data, then teachers provide enrichment to better meet the needs of the students. The guidance counselor will complete guidance screeners- gifted, DAR, academic and achievement screeners, ESOL screeners for students who show a need or have data to document a need.

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: Summer Program

Minutes added to school year: 4,800

The program is designed for struggling second graders and third graders who score a level 1 on the state assessment. Students meet four days a week for four weeks, five hours each day. The instruction is focused on strengthening reading skills.

Strategy Rationale

To decrease the achievement gap that occurs due to summer learning loss.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Whitehurst, Carol Ann, whiteca@bay.k12.fl.us

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

The SAT-10 is administered to third graders to determine proficiency of grade level ELA standards. Student portfolios also monitor the mastery of grade level ELA standards. Second grade students are monitored through formative assessments and classroom observations made by the teacher.

Strategy: After School Program

Minutes added to school year: 1,080

Third through fifth grade students are given the opportunity to participate in an after school club consisting of athletic activities, music, art, drama, cooking, or engineering.

Strategy Rationale

To support and encourage students' individual interests above and beyond the regular school day.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Whitehurst, Carol Ann, whiteca@bay.k12.fl.us

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

Student climate surveys will be analyzed.

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

Regular education teachers work in tandem with preschool teachers to ensure a smooth transition into kindergarten. Onsite preschool teachers attend all faculty meetings and participate in school-wide learning opportunities to ensure that they understand the rigor of Florida Standards and expectations of regular education. Kindergarten students are administered the FLKRS (WSS) assessment and Number Sense Screener to evaluate student readiness. Kindergarten teachers relay information gathered from the assessments to preschool teachers for future improvements in curriculum. At the end of each year, Pre-K students rotate through the kindergarten classrooms in order to familiarize themselves with the new surroundings, expectations, and teachers. Fifth grade students are given the opportunity to participate in middle school visits to become familiar with the campus and expectations. Transition meetings are held at the end of each school year to ensure that student needs will be met in their new school setting.

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.** Implementing professional learning communities and common assessments will allow for school-wide consistency and therefore an increase in student achievement.

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. Implementing professional learning communities and common assessments will allow for school-wide consistency and therefore an increase in student achievement. 1a

G046247

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	55.0
FCAT 2.0 Science Proficiency	60.0
ELA/Reading Lowest 25% Gains	55.0
FSA - Mathematics - Proficiency Rate	67.0
FSA - English Language Arts - Proficiency Rate	72.0
Math Gains	79.0
ELA/Reading Gains	63.0
AMO Reading - African American	67.0
AMO Reading - White	79.0
AMO Reading - ED	70.0

Resources Available to Support the Goal 2

- Learning by Doing Book Study with School Leadership Team
- Mathematics in a PLC at Work with Math Achievement
- Instructional Coach, Ashley French came and provided PD on Common Assessments
- Curriculum Planning Days (2 Days)
- Extended PLC Time by 1 hour, once per month

Targeted Barriers to Achieving the Goal 3

- Time

Plan to Monitor Progress Toward G1. 8

Discovery Education Assessment (DEA)

Person Responsible

Carol Ann Whitehurst

Schedule

Semiannually, from 9/1/2014 to 6/10/2015

Evidence of Completion

Discovery Education Assessment and/or common assessment data will be used to drive instruction in ELA, Mathematics, and Science.

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

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. Implementing professional learning communities and common assessments will allow for school-wide consistency and therefore an increase in student achievement. **1**

 G046247

G1.B1 Time **2**

 B114492

G1.B1.S1 Implement Professional Learning Communities and Common Assessments. **4**

 S126071

Strategy Rationale

Implementing Professional Learning Communities and Common Assessments are two researched based activities that raise student achievement (DuFour and 5 Essentials for School Improvement)

Action Step 1 **5**

PLC grade level/achievement meetings

Person Responsible

Serenity Anderson

Schedule

Weekly, from 9/1/2014 to 6/10/2015

Evidence of Completion

Grade Level PLC Meeting Minutes, Data

Action Step 2 5

Planning Days to develop curriculum and assessments

Person Responsible

Carol Ann Whitehurst

Schedule

Semiannually, from 9/1/2014 to 5/29/2015

Evidence of Completion

Signin Sheets, Common Assessment Samples

Action Step 3 5

Extended PLC planning period

Person Responsible

Carol Ann Whitehurst

Schedule

Monthly, from 9/22/2014 to 6/10/2015

Evidence of Completion

Grade Level PLC Meeting Minutes, Common Assessment Samples, Data

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

Admin participation in PLC

Person Responsible

Serenity Anderson

Schedule

Monthly, from 9/1/2014 to 6/10/2015

Evidence of Completion

grade level and PLC agendas and meeting notes

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

Administrative review of Minutes/Signin Sheets/Common Assessment Process

Person Responsible

Serenity Anderson

Schedule

Monthly, from 9/1/2014 to 6/10/2015

Evidence of Completion

Administrative review of Minutes/Signin Sheets/Common Assessment Process

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

Data Analysis using Discovery Education Assessment AP1 to AP2

Person Responsible

Carol Ann Whitehurst

Schedule

Semiannually, from 9/1/2014 to 6/10/2015

Evidence of Completion

Discovery Education Assessment will be given twice per year and data will be used to drive instruction.

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

Data Analysis using Common Assessment

Person Responsible

Carol Ann Whitehurst

Schedule

Every 6 Weeks, from 9/1/2014 to 6/10/2015

Evidence of Completion

Each PLC collects data conducting an item analysis from created common assessments. The common assessments created and item analysis are evidence.

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.B1.S1.A1	PLC grade level/achievement meetings	Anderson, Serenity	9/1/2014	Grade Level PLC Meeting Minutes, Data	6/10/2015 weekly
G1.B1.S1.A2	Planning Days to develop curriculum and assessments	Whitehurst, Carol Ann	9/1/2014	Signin Sheets, Common Assessment Samples	5/29/2015 semiannually
G1.B1.S1.A3	Extended PLC planning period	Whitehurst, Carol Ann	9/22/2014	Grade Level PLC Meeting Minutes, Common Assessment Samples, Data	6/10/2015 monthly
G1.MA1	Discovery Education Assessment (DEA)	Whitehurst, Carol Ann	9/1/2014	Discovery Education Assessment and/or common assessment data will be used to drive instruction in ELA, Mathematics, and Science.	6/10/2015 semiannually
G1.MA2	[no content entered]			one-time	
G1.B1.S1.MA1	Data Analysis using Discovery Education Assessment AP1 to AP2	Whitehurst, Carol Ann	9/1/2014	Discovery Education Assessment will be given twice per year and data will be used to drive instruction.	6/10/2015 semiannually
G1.B1.S1.MA3	Data Analysis using Common Assessment	Whitehurst, Carol Ann	9/1/2014	Each PLC collects data conducting an item analysis from created common assessments. The common assessments created and item analysis are evidence.	6/10/2015 every-6-weeks
G1.B1.S1.MA1	Admin participation in PLC	Anderson, Serenity	9/1/2014	grade level and PLC agendas and meeting notes	6/10/2015 monthly
G1.B1.S1.MA2	Administrative review of Minutes/Signin Sheets/Common Assessment Process	Anderson, Serenity	9/1/2014	Administrative review of Minutes/Signin Sheets/Common Assessment Process	6/10/2015 monthly

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 Opportunities

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

G1. Implementing professional learning communities and common assessments will allow for school-wide consistency and therefore an increase in student achievement.

G1.B1 Time

G1.B1.S1 Implement Professional Learning Communities and Common Assessments.

PD Opportunity 1

PLC grade level/achievement meetings

Facilitator

Administration and SLT

Participants

All Faculty

Schedule

Weekly, from 9/1/2014 to 6/10/2015

Technical Assistance Items

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

G1. Implementing professional learning communities and common assessments will allow for school-wide consistency and therefore an increase in student achievement.

G1.B1 Time

G1.B1.S1 Implement Professional Learning Communities and Common Assessments.

PD Opportunity 1

Planning Days to develop curriculum and assessments

Facilitator

Grade Chairs

Participants

All faculty

Schedule

Semiannually, from 9/1/2014 to 5/29/2015

PD Opportunity 2

Extended PLC planning period

Facilitator

Grade Chairs

Participants

All Faculty

Schedule

Monthly, from 9/22/2014 to 6/10/2015

Budget Rollup

Summary

Description	Total
Grand Total	0