

Bayshore Elementary School

6120 26TH ST W, Bradenton, FL 34207

www.manatee.k12.fl.us

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

85%

Alternative/ESE Center

No

Charter School

No

Minority

63%

School Grades History

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

School Board Approval

This plan is pending approval by the Manatee 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	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to prepare each student to be an effective and self-directed contributor in a global society. We hope to accomplish this by developing each child's unique abilities and potential.

Provide the school's vision statement

Implement a student-centered, standards-based, rigorous teaching and learning process that will positively impact all student learning of the Florida State Standards; to ensure the success of all students in state assessments, the next grade level, and prepared for graduation and college/career readiness.

School Environment

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

Bayshore Elementary has a very diverse population. Teachers begin each year by discussing the commonalities among a variety of cultures and backgrounds in the classrooms. Although we acknowledge that there are differences among our student population, we choose to focus on the strengths that we build together in one place. Each classroom blends a group of students from varying cultures into a family. Through social studies and ELA, there are frequent opportunities to discuss the differences and the likenesses of the people who live around us.

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

Bayshore Elementary has a strong focus on student safety and an environment of respect. A PBS program is in full implementation, with rewards and incentives in place that reward appropriate and expected behaviors from students. We operate on the Pillars of Character as facilitated by the Guidance Counselor. Teachers then look for those positive behaviors among students. The physical plant of the school is protected by fencing all around the campus. Sixteen security cameras keep record of anyone on the grounds of the campus. Throughout the school day, all outside doors are kept locked with the exception of the entrance closest to the office. A full-time security officer is stationed at that door to monitor visitors who enter the building. All classroom doors are also kept locked during the school day. All cars in the parent pick-up area must display a "hang tag" that shows the child's name and the grade level. Any car without the school-issued "hang tag" must be parked. The parent or other adult must come to the office and be validated as a designated person to pick up the child as shown on the registration sheet. A picture ID is required of the adult. Our before and after school program provides a safe place for students whose parents need care for their students. Parent pick-up is in the cafeteria and parents must sign their child in and out of that program.

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

Bayshore has a strong PBS component which is designed to reward positive behaviors among students. Posters that have been designed to spell out student expectations are displayed in every area of the school. Students displaying appropriate behavior are rewarded with "Cubs Cash" which can be used to "buy" a variety of rewards. There is a quarterly activity where students can use their Cubs Cash to attend.

The Treasure Tower, located in the office, is an additional incentive for kindergarten students. They may choose to spend an amount of their "Cubs Cash" every Friday in the Treasure Tower. This solves their need for more immediate reinforcement.

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

The school Social Worker conducts weekly small groups for students with specific emotional and/or social needs. Changing Families, Social Skills Anxiety, and behavior modification are a few of the topics that are addressed in these groups. The Guidance Counselor provides time for those students who are in crisis and need immediate attention. A check-in check-out program has been established to provide mentoring for those students who need more attention than other students. All staff members have been trained in the reporting requirements when abuse may have taken place.

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

Students with 2 or more referrals are invited to participate in a weekly coping/social skills group. Groups are organized through the school counselor and taught by the school social worker. Referral data is reviewed weekly to add those students to a skill group. This is a school-wide Tier 2 RtI behavior intervention.

Absentees are reviewed every 2 weeks by school counselor and social worker. Students missing 5 or more school days (unexcused) are targeted and invited to participate in a coping skills group. The school social worker creates a daily/weekly check-in reward for low attendance students.

Bayshore is a PBS school with quarterly rewards and incentives. Teachers also have their own system for recognizing and rewarding positive behaviors.

Students who are repeat offenders with multiple suspensions or referrals are brought to our IST. An FBA and a BIP are completed as a means to change the student's behavior prior to recommending an ESE placement.

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	0	0	0	0	0	0	
One or more suspensions	9	3	10	18	8	13	61
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	54	24	35	113

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

Indicator	Grade Level	Total
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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

Students who score a Level 1 on the statewide assessment are automatically placed in reading remediation for 30 minutes each day using research-based programs or resources. These students are also monitored through the Intensive Support Team each week. Progress monitoring keeps us in touch with which students are making progress and which students need more intensive support. If it is warranted, those students who are making growth move into Tier 2, which involves more intensive support every day. We use our inclusion teachers to help with Tier 2 and Tier 3 support. We also have a free after-school tutoring 4 days per week provided by the YMCA and funded by grant money. In addition, an SCF grant pays several students to tutor in our classes several hours per week. Four (4) ESOL aides provide support for our students who qualify for ESOL services. Four ESE inclusion teachers also work with our students in Tier 3.

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

Bayshore Elementary believes in the meaningful involvement of parents and family, in school level and district planning, to design initiatives that promote family participation, to improve student achievement. We ensure we have a family friendly school by offering family engagement training to our staff based on Joyce Epstein's 6 Standards of Parent Involvement: communicating, parenting, student learning, volunteering, school decision making and advocacy and collaborating with the community. Each of these standards is evaluated by our annual Parent Needs Assessment. The assessment identified our areas of strength as: parenting, communicating, and school decision making. Our barriers are: volunteering, collaborating with the community, and learning at home. We apply the findings and develop a written parent involvement plan and compact that includes all 6 standards. The plan and compact identify what steps will be taken, who will be involved, what parent meetings are held at various times to provide opportunities for meaningful two-way communication to share information and to discuss and carefully deliberate changes that are needed to the PIP. All parents are given the opportunity to review the plan and offer input prior to approval. The plan and compact detail the specific parent activities and strategies that we will offer throughout the year such as interpreters being provided to translate and to ensure that parents are able to fully participate in parent meetings. If other languages are needed the TI office provides a school district translator to assist. Additional translation opportunities are available through Manasota Lighthouse for the Blind and the Community Center for the Deaf and Hard of Hearing.

We also utilize Connect Ed, an automated phone service, to inform parents of events and activities and FOCUS, an online student tracking system to inform parents about attendance and academic progress.

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

Bayshore has several active business partners from our local community. The school social worker has developed a personal and professional relationship with a local Wal-Mart. She and the assistant principal have visited the store and spoken with their employees to inform them about how the donations are used to benefit children and families. A local church provides free backpacks and school supplies for every student in August. Our Business Partner Coordinator contacts other local/community businesses to establish and/or continue relationships with them. We thank our business partners on our school marquee to inform our community about their involvement. We host a breakfast each spring to thank our business partners and volunteers for their support.

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
Day, Catherine	Guidance Counselor
Masiello, Mike	Assistant Principal
West, Jackie	Principal
Colley, Lindsey	Instructional Coach
Anges, Kali	
Blackmore, Todd	Administrative Support

Duties

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

Each member of the MTSS Team will meet with the SAC to help develop the SIP. The team will provide data regarding Tier 1, 2, and 3 targets and will help set clear expectations for instruction. The members of the Instructional Leadership Team have a strong presence in the school. They work with classroom teams to help collect and organize data. They assist in the planning of all school activities. They are part of the decision-making process for the school as a whole.

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 Leadership team (a.k.a. Instructional Leadership Team) will meet with the School Advisory Council and administration to develop the SIP. The MTSS leadership Team will meet on a weekly basis to discuss Tier 1 issues based upon data to solve problems and integrate academic behavioral instruction and intervention. The team will examine targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction; facilitate the development of systemic approaches to teaching; and align processes and procedures. Based upon the outcome of

these meetings, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes.

Data team meetings (GROW meetings) will be conducted one time per month with grade level teams during designated periods with substitute coverage. These meeting will be facilitated by the MTSS Leadership Team to focus on interventions and data tracking, most closely on students in need of Tier 2 interventions. Based upon the results of these meetings, the integrated instruction and intervention will be delivered to students in varying intensities based on student needs.

On a weekly basis, the RtI Problem Solving team will further address students with Tier 3 issues that will involve more intense services involving in many cases the school psychologist, social worker, and district ESE specialist. Academic and behavioral interventions will be examined, revised, and tracked. Bayshore Elementary benefits from Title 1, Part A and Title II funding. Many of our students also qualify for Title X Homeless benefits through the district Project Heart program. The funding is used to supplement the services offered to students and staff. The larger portion of the designated budget pays for three instructional coaches. The remaining budget is allocated to parent involvement, paying for teachers to participate in professional learning, and supplemental academic materials.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Kali Anges	Teacher
Bee Vang	Education Support Employee
Jacquelyn West	Principal
Mike Masiello	Education Support Employee
Connie Huston	Teacher
Julio Martinez	Parent
Reina Rivera	Parent
Carmelo Chavez	Parent
Debbie Haggerty	Teacher
Deanna Letourneau	Parent
Diana Wendell	Parent
Cristina Vaquero	Parent
Silveria Leon	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

The SAC will review last year's School Improvement plan at the October meeting.

Development of this school improvement plan

The SAC Committee will review the various components of the plan based on school goals and past performance. The committee will then vote on the recommendations as presented by the writers of the SIP Plan.

Preparation of the school's annual budget and plan

The school's budget was initially prepared in May 2014 for this school year. The senior school secretary, an instructional coach, the guidance counselor, the assistant principal and the principal were all involved. It will be introduced to the SAC members at the October meeting. It has been introduced to the ILT.

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

The funds will be used as follows:
Printing/Supplies - \$152.00
Planners for Students - \$2,680.00

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

No

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

Parents who attended Open House in August were all invited to participate in SAC. We sent out written invitations to parents -both in English and in Spanish. A Connect-Ed message went out to parents in both English and Spanish. We have personally asked parents to attend our SAC meetings. We are still working on bringing the Bayshore SAC membership into compliance.

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Colley, Lindsey	Instructional Coach
Anges, Kali	Teacher, K-12
Lutus, Shawn	Teacher, K-12
Speece, Marilyn	Teacher, K-12
Walsh, Kim	Teacher, K-12
Wilson, Sue	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The team plans to work toward reaching the SIP goals by implementing instruction that is balanced and differentiated to meet the needs of all students. A balanced approach to English Language Arts will be the key to deciding which Tier 1, 2, and 3 strategies and interventions will be most effective. The LLT will help teachers understand the Reading and Writing blocks using the Gradual Release framework as they complete Units and Lesson Plans.

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

All grade level teachers have common daily planning time within their grade level. At least once a week they are required to meet as a team and collaboratively plan for the coming week. They also meet on a regular basis to review the data from their students in order to better plan for instruction. Two mornings each month, teachers attend a before-school professional development workshop. Usually these are broken up into K-2 and 3-5 groups. The instructional coaches plan and present these workshops.

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

The school uses the district Human Resources system to recruit and hire staff. This system is checked by the Principal and Assistant Principal. When new teachers arrive, they are offered Professional Development through the school-wide weekly training. Instructional coaches are assigned to the teachers to offer support and advice.

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

The instructional coaches establish Professional Learning Communities by grade level to work directly with new teachers. Each coach is assigned to three grade levels, and acts as a point person. The coaches not only offer professional development, but they also help develop inter-visitation schedules so that new teachers are able to visit classrooms (instructional rounds).

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

Bayshore Elementary teachers follow the roadmaps as designed by the District. All teachers use the roadmap pacing guides. These roadmaps and pacing guides are based on the Florida State Standards. Teachers are required to use the new basal reading series, Wonders, and the new math series, GO Math, as they follow the roadmaps. Lesson plans are reviewed regularly by administrators to guarantee that instruction is aligned to the new standards.

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

Data Teams meet regularly to review the data that is gleaned from iReady and other assessments. In the classroom, students are grouped for small group instruction based on the needs of individual students. Four ESE inclusion specialists also work with small groups in the classroom. They assist not only with ESE students, but also provide small group instruction for students in Tier 3.

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: 5,000

The after-school program provides homework help for any students who are enrolled in the program. Certified teachers provide this assistance.

Strategy Rationale

This one-on-one time is extremely beneficial to those students who need support.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

West, Jackie, west2j@manateeschools.net

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

Data is collected by the program coordinators on a regular basis, and later matched with the resulting Benchmark and iReady scores.

Strategy: Extended School Day

Minutes added to school year: 0

Y Reads, which is an after-school tutoring program initiated by the YMCA. They can serve up to 100 students, with 50 of them attending two days a week and the other fifty students on the other two days a week. This tutoring is free for our students and is paid from a YMCA grant.

Strategy Rationale

Giving students one on one or small group tutoring is another great strategy to help our students reach their potential.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Anges, Kali, angesk@manateeschools.net

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

The Y Reads program uses its own pre and post assessment to determine the effectiveness of the program.

Strategy: Extended School Day

Minutes added to school year: 0

SCF provides tutors who are paid from an SCF grant. These student come during the school day and work with students during school hours. Teachers provide materials for the tutors to use that go along with the lessons being taught.

Strategy Rationale

Any on on one assistance for students who are working below grade level will help those students achieve st s higher academic level.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Anges, Kali, angesk@manateeschools.net

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

Individual classroom teachers will use the data gathered in the classroom to determine the effectives of this strategy.

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

Parents of preschool children who are transitioning from or VPK and other local early childhood programs are invited to a Back to School night in August. During the evening, teachers provide an orientation and tour of the school curriculum and facilities. Parents are also invited to a "Kinder Coffee" on the first day of school to discuss questions and develop a social network of support.

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

N/A

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

N/A

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

N/A

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

N/A

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.** A minimum of 64% of students will be proficient in math on the 2015 on the statewide assessment. A minimum of 71% of all students will make learning gains in math. A minimum of 75% of the lowest quartile will make learning gains in math.
- G2.** A minimum of 62% of students will be proficient in writing on the 2015 statewide assessment.
- G3.** A minimum of 61% of students will be proficient in reading on the 2015 statewide assessment. A minimum of 70% of all students will make learning gains in reading. A minimum of 70% of the lowest quartile will make learning gains in reading.
- G4.** Parent Involvement: Bayshore Elementary will increase the parent involvement goal during the 2014-2015 school year is to increase parental involvement by 5% as measured through sign-in sheets.
- G5.** A minimum of 50% of 5th grade students will be proficient in Science on the 2015 statewide assessment.

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. A minimum of 64% of students will be proficient in math on the 2015 on the statewide assessment. A minimum of 71% of all students will make learning gains in math. A minimum of 75% of the lowest quartile will make learning gains in math. 1a

G048980

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	64.0
Math Gains	79.0
Math Lowest 25% Gains	74.0

Resources Available to Support the Goal 2

- Teachers will provide acceleration, remediation and enrichment during a block of time every day, including iREADY. They will develop the 8 Standards for Mathematical Practice. Re-examine Tier 1, 2, and 3 instruction in the Math block. Focus on GRR with assessment prompts and common assessments. Use Go Math with road map structures, remediation resources, and math literacy center games, with a special focus on enrichment of middle to high performing students.

Targeted Barriers to Achieving the Goal 3

- The English Language Learner population continues to grow, presenting challenges, especially in the area of writing with conventions in mind.

Plan to Monitor Progress Toward G1. 8

List students and strands where deficiencies exist, conduct intervention programs, progress monitor and discuss during bi-weekly data meetings, provide assessments at appropriate intervals.

Person Responsible

Jackie West

Schedule

Weekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Walkthroughs, benchmarks, pre and post tests in Math Series, weekly common assessments from Core Series, district generated formative assessments, math journals, CELLA.

G2. A minimum of 62% of students will be proficient in writing on the 2015 statewide assessment. 1a

G048981

Targets Supported 1b

Indicator	Annual Target
CELLA Writing Proficiency	50.0

Resources Available to Support the Goal 2

- The teachers will facilitate small group instruction with a school-wide emphasis on Writing Workshop and responding to reading in the form of writing. Teachers will participate in ongoing professional development on a weekly basis.

Targeted Barriers to Achieving the Goal 3

- The English Language Learner population continues to grow, presenting challenges, especially in the area of writing with conventions in mind

Plan to Monitor Progress Toward G2. 8

Weekly grade level writing, monthly school-wide/district-wide assessments and assignments. Classroom walkthroughs, Data Folders, Fidelity with use of rubrics, and grade-level PLCs

Person Responsible

Kali Anges

Schedule

Weekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Portfolios.

G3. A minimum of 61% of students will be proficient in reading on the 2015 statewide assessment. A minimum of 70% of all students will make learning gains in reading. A minimum of 70% of the lowest quartile will make learning gains in reading. 1a

G048982

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	70.0

Resources Available to Support the Goal 2

- Teachers will provide acceleration, remediation and enrichment during a block of time every day, They will develop the 8 Standards for Mathematical Practice. Re-examine Tier 1, 2, and 3 instruction in the Math block. Focus on GRR with assessment prompts and common assessments. Use Reading road map structures, remediation resources, and literacy center games, with a special focus on enrichment of middle to high performing students.

Targeted Barriers to Achieving the Goal 3

- Our growing population of ELL students need continuous differentiation and support. Teachers need to use ESOL strategies and call upon the ESOL specialist to improve their service to the students.

Plan to Monitor Progress Toward G3. 8

List students and stands where deficiencies exist, conduct intervention programs, progress monitor and discuss during weekly data PLCs, provide assessments at appropriate intervals.

Person Responsible

Lindsey Colley

Schedule

Monthly, from 10/6/2014 to 6/5/2015

Evidence of Completion

District generated formative assessments, CARS Assessment, Words Their Way, SuccessMaker, End of Unit tests, CELLA.

G4. Parent Involvement: Bayshore Elementary will increase the parent involvement goal during the 2014-2015 school year is to increase parental involvement by 5% as measured through sign-in sheets. 1a

G048984

Targets Supported 1b

Indicator	Annual Target
	32.0

Resources Available to Support the Goal 2

- The school will use a Language Lab to teach English. Parent Workshops will focus on relationships, including Family Events and referrals to the PIC.

Targeted Barriers to Achieving the Goal 3

- Parents have language barriers. Parents do not all understand or know how to access community resources. They need academic materials to help students at home.

Plan to Monitor Progress Toward G4. 8

Parent signature sheets will be collected from parents who attend SAC meetings to track whether or not parent attendance is increasing.

Person Responsible

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Parent sign-in sheets will be used as evidence of progress.

G5. A minimum of 50% of 5th grade students will be proficient in Science on the 2015 statewide assessment. 1a

G048985

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Re-examine Tier 1, 2, and 3 instruction in the Science block. Focus on GRR with assessment prompts and common assessments. Integrate the vocabulary that will be used on the statewide science assessment. Create grade level science assessments that are more rigorous and match the high level questions on the statewide science assessments.

Targeted Barriers to Achieving the Goal 3

- Our growing population of ELL students need continuous differentiation and support. Teachers need to use ESOL strategies and call upon the ESOL specialist to improve their service to the students.

Plan to Monitor Progress Toward G5. 8

List students and stands where deficiencies exist, conduct intervention programs, progress monitor and discuss during weekly data PLCs, provide assessments at appropriate intervals.

Person Responsible

Lindsey Colley

Schedule

Daily, from 8/25/2014 to 6/5/2015

Evidence of Completion

District generated formative assessments, CARS Assessment, Words Their Way, iReady, End of Unit tests, CELLA.

Plan to Monitor Progress Toward G5. 8

Student work will be evaluated routinely in the student gradebook to see if they are keeping up with the fluent English speakers. Also, the four (4) ESOL aides will monitor progress as they work with these students. They will use a checklist to report progress to the classroom teachers.

Person Responsible

Bee Vang

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Quality and quantity of student work as evidenced by grades posted in the gradebook and on the checklists.

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. A minimum of 64% of students will be proficient in math on the 2015 on the statewide assessment. A minimum of 71% of all students will make learning gains in math. A minimum of 75% of the lowest quartile will make learning gains in math. **1**

 G048980

G1.B1 The English Language Learner population continues to grow, presenting challenges, especially in the area of writing with conventions in mind. **2**

 B122361

G1.B1.S1 Provide acceleration, remediation and enrichment block of time every day, including iReady. Develop the 8 Standards for Mathematical Practice. Re-examine Tier 1, 2, and 3 instruction in the Math block. Focus on GRR with assessment prompts and common assessments. Use Go Math with road map structures, remediation resources, and math literacy center games, with a special focus on enrichment of middle to high performing students. **4**

 S134276

Strategy Rationale

Over the last 3 years, there has been a decline in the percentage of students with proficiency in math. Both Math Gains and Math Gains in the lower quartile have slowly, but steadily increased. We need to continue to move upward in all three math areas.

Action Step 1 **5**

List students and strands where deficiency exists, conduct intervention programs, progress monitor and discuss during monthly data meetings, provide assessments at appropriate intervals.

Person Responsible

Jackie West

Schedule

Daily, from 9/29/2014 to 6/5/2015

Evidence of Completion

Walkthroughs, PLCs, Reflections with ILT and Rtl teams. District benchmarks, pre and post tests in Math Series, common formative assessments (every 3 weeks), SuccessMaker, Math Journals.

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

Walkthroughs, reflections with PLCs

Person Responsible

Jackie West

Schedule

On 6/5/2015

Evidence of Completion

Agendas of reflection meetings, PLCs, walkthrough/observations

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

Walkthroughs, reflections with PLCs

Person Responsible

Schedule

Weekly, from 10/2/2014 to 6/5/2015

Evidence of Completion

Agendas of reflective meetings, walkthroughs, observations

G2. A minimum of 62% of students will be proficient in writing on the 2015 statewide assessment. 1

G048981

G2.B1 The English Language Learner population continues to grow, presenting challenges, especially in the area of writing with conventions in mind 2

B122362

G2.B1.S1 Small group instruction with a school-wide emphasis on Writing Workshop and responding to reading in the form of writing (all content areas). Teachers will participate in professional development on a bi-weekly basis, with writing considered one of the foundational bricks of the school. 4

S134277

Strategy Rationale

Action Step 1 5

Small group instruction with a school-wide emphasis on Writing Workshop and vocabulary development.

Person Responsible

Kali Anges

Schedule

Daily, from 10/6/2014 to 6/5/2015

Evidence of Completion

Extensive word walls and curriculum maps highlighting vocabulary.

Action Step 2 5

Implement Top Score Writing to give students the format and writing strategies that our students need in order to be successful in the area of writing.

Person Responsible

Kali Anges

Schedule

Weekly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Writing Workshop and vocabulary focus.

Person Responsible

Kali Anges

Schedule

Weekly, from 6/5/2015 to 6/5/2015

Evidence of Completion

Walk throughs, student writing notebooks, word walls.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Writing Workshop and vocabulary focus.

Person Responsible

Kali Anges

Schedule

Weekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Data PLCs - signs of growth on school wide and district wide assessments.

G3. A minimum of 61% of students will be proficient in reading on the 2015 statewide assessment. A minimum of 70% of all students will make learning gains in reading. A minimum of 70% of the lowest quartile will make learning gains in reading. 1

G048982

G3.B1 Our growing population of ELL students need continuous differentiation and support. Teachers need to use ESOL strategies and call upon the ESOL specialist to improve their service to the students. 2

B122363

G3.B1.S1 Provide acceleration, remediation and enrichment block of time every day, including after school programs iReady and LLI. Teachers will provide enrichment activities that encourage higher level thinking - Common Core Standard #10: Read and comprehend complex literary and informational texts independently and proficiently. Re-examine Tier 1, 2, and 3 instruction in the 90-minute ELA block. Focus on GRR with assessment prompts and common assessments. Use of the Comprehension Toolkit, Words Their Way, and Guided Reading with leveled readers. 4

S134278

Strategy Rationale

Action Step 1 5

List students and strands where deficiencies exist, conduct intervention programs, progress monitor and discuss during weekly data PLCs, provide assessments at appropriate intervals. Conduct walkthroughs, PLCs, reflections with Leadership and Problem Solving Teams.

Person Responsible

Lindsey Colley

Schedule

Biweekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Walkthroughs, PLCs, Reflections with Instructional Leadership Team and Data Teams.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Acceleration, remediation, and enrichment.

Person Responsible

Lindsey Colley

Schedule

Monthly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Walkthroughs, Data Meetings, PLCs.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Monitoring of student achievement through formative assessments.

Person Responsible

Lindsey Colley

Schedule

Monthly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Walkthroughs, Data Binders.

G4. Parent Involvement: Bayshore Elementary will increase the parent involvement goal during the 2014-2015 school year is to increase parental involvement by 5% as measured through sign-in sheets. 1

 G048984

G4.B1 Parents have language barriers. Parents do not all understand or know how to access community resources. They need academic materials to help students at home. 2

 B122365

G4.B1.S1 Monthly parent workshops are held at Bayshore. They are planned and facilitated by one of our staff members. English classes for speakers of other languages are held at Bayshore. There are also a number of family activities planned throughout the school year. 4

 S135693

Strategy Rationale

Parent can better help students with schoolwork if they speak English. The night class provides an opportunity for them to learn English. The parent workshops teach parents how they can help their children at home.

Action Step 1 5

Bayshore will host monthly parent workshops.

Person Responsible

Bee Vang

Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Sign-up sheets will be used to document attendance.

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

English classes will be held for Bayshore/community parents.

Person Responsible

Mike Masiello

Schedule

Monthly, from 10/2/2014 to 6/5/2015

Evidence of Completion

Parent sign-up sheets will be used to document attendance.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Monthly parent workshops are held at Bayshore to inform parents about how to help their children at home.

Person Responsible

Bee Vang

Schedule

Monthly, from 9/24/2014 to 6/5/2015

Evidence of Completion

Parent sign-up sheets will be used to document parent attendance.

G5. A minimum of 50% of 5th grade students will be proficient in Science on the 2015 statewide assessment.

1

G048985

G5.B1 Our growing population of ELL students need continuous differentiation and support. Teachers need to use ESOL strategies and call upon the ESOL specialist to improve their service to the students.

2

B122366

G5.B1.S1 List students and strands where deficiencies exist, conduct intervention programs, progress monitor and discuss during weekly data PLCs, provide assessments at appropriate intervals. Conduct walkthroughs, PLCs, reflections with Leadership and Problem Solving Teams.

4

S134279

Strategy Rationale

Action Step 1 5

Science will be a focus of the school both in their classroom and in our school wide STEM lab, with increased rigor.

Person Responsible

Schedule

Evidence of Completion

Science notebooks, Science word walls.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Science focus in classrooms and more rigor in the STEM lab.

Person Responsible

Schedule

Evidence of Completion

Science notebooks, tri-weekly formative tests.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Science and STEM focus.

Person Responsible

Schedule

Evidence of Completion

Formative tests, content word walls, Science notebooks.

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	List students and strands where deficiency exists, conduct intervention programs, progress monitor and discuss during monthly data meetings, provide assessments at appropriate intervals.	West, Jackie	9/29/2014	Walkthroughs, PLCs, Reflections with ILT and RtI teams. District benchmarks, pre and post tests in Math Series, common formative assessments (every 3 weeks), SuccessMaker, Math Journals.	6/5/2015 daily
G2.B1.S1.A1	Small group instruction with a school-wide emphasis on Writing Workshop and vocabulary development.	Anges, Kali	10/6/2014	Extensive word walls and curriculum maps highlighting vocabulary.	6/5/2015 daily
G3.B1.S1.A1	List students and strands where deficiencies exist, conduct intervention programs, progress monitor and discuss during weekly data PLCs, provide assessments at appropriate intervals. Conduct walkthroughs, PLCs, reflections with Leadership and Problem Solving Teams.	Colley, Lindsey	9/29/2014	Walkthroughs, PLCs, Reflections with Instructional Leadership Team and Data Teams.	6/5/2015 biweekly
G5.B1.S1.A1	Science will be a focus of the school both in their classroom and in our school wide STEM lab, with increased rigor.		Science notebooks, Science word walls.	once	
G4.B1.S1.A1	Bayshore will host monthly parent workshops.	Vang, Bee	9/29/2014	Sign-up sheets will be used to document attendance.	6/5/2015 monthly
G2.B1.S1.A2	Implement Top Score Writing to give students the format and writing strategies that our students need in order to be successful in the area of writing.	Anges, Kali	10/6/2014		6/5/2015 weekly
G4.B1.S1.A2	[no content entered]			one-time	
G1.MA1	List students and strands where deficiencies exist, conduct intervention programs, progress monitor and discuss during bi-weekly data meetings, provide assessments at appropriate intervals.	West, Jackie	9/29/2014	Walkthroughs, benchmarks, pre and post tests in Math Series, weekly common assessments from Core Series, district generated formative assessments, math journals, CELLA.	6/5/2015 weekly
G1.B1.S1.MA1	Walkthroughs, reflections with PLCs		10/2/2014	Agendas of reflective meetings, walkthroughs, observations	6/5/2015 weekly
G1.B1.S1.MA1	Walkthroughs, reflections with PLCs	West, Jackie	9/29/2014	Agendas of reflection meetings, PLCs, walkthrough/observations	6/5/2015 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Weekly grade level writing, monthly school-wide/district-wide assessments and assignments. Classroom walkthroughs, Data Folders, Fidelity with use of rubrics, and grade-level PLCs	Anges, Kali	9/29/2014	Portfolios.	6/5/2015 weekly
G2.B1.S1.MA1	Writing Workshop and vocabulary focus.	Anges, Kali	9/29/2014	Data PLCs - signs of growth on school wide and district wide assessments.	6/5/2015 weekly
G2.B1.S1.MA1	Writing Workshop and vocabulary focus.	Anges, Kali	6/5/2015	Walk throughs, student writing notebooks, word walls.	6/5/2015 weekly
G3.MA1	List students and stands where deficiencies exist, conduct intervention programs, progress monitor and discuss during weekly data PLCs, provide assessments at appropriate intervals.	Colley, Lindsey	10/6/2014	District generated formative assessments, CARS Assessment, Words Their Way, SuccessMaker, End of Unit tests, CELLA.	6/5/2015 monthly
G3.B1.S1.MA1	Monitoring of student achievement through formative assessments.	Colley, Lindsey	10/6/2014	Walkthroughs, Data Binders.	6/5/2015 monthly
G3.B1.S1.MA1	Acceleration, remediation, and enrichment.	Colley, Lindsey	10/6/2014	Walkthroughs, Data Meetings, PLCs.	6/5/2015 monthly
G4.MA1	Parent signature sheets will be collected from parents who attend SAC meetings to track whether or not parent attendance is increasing.		8/25/2014	Parent sign-in sheets will be used as evidence of progress.	6/5/2015 weekly
G4.B1.S1.MA1	Monthly parent workshops are held at Bayshore to inform parents about how to help their children at home.	Vang, Bee	9/24/2014	Parent sign-up sheets will be used to document parent attendance.	6/5/2015 monthly
G4.B1.S1.MA1	English classes will be held for Bayshore/community parents.	Masiello, Mike	10/2/2014	Parent sign-up sheets will be used to document attendance.	6/5/2015 monthly
G5.MA1	List students and stands where deficiencies exist, conduct intervention programs, progress monitor and discuss during weekly data PLCs, provide assessments at appropriate intervals.	Colley, Lindsey	8/25/2014	District generated formative assessments, CARS Assessment, Words Their Way, iReady, End of Unit tests, CELLA.	6/5/2015 daily
G5.MA2	Student work will be evaluated routinely in the student gradebook to see if they are keeping up with the fluent English speakers. Also, the four (4) ESOL aides will monitor progress as they work with these students. They will use a checklist to report progress to the classroom teachers.	Vang, Bee	8/25/2014	Quality and quantity of student work as evidenced by grades posted in the gradebook and on the checklists.	6/5/2015 weekly
G5.B1.S1.MA1	Science and STEM focus.		Formative tests, content word walls, Science notebooks.	once	
G5.B1.S1.MA1	Science focus in classrooms and more rigor in the STEM lab.		Science notebooks, tri-weekly formative tests.	once	

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. A minimum of 64% of students will be proficient in math on the 2015 on the statewide assessment. A minimum of 71% of all students will make learning gains in math. A minimum of 75% of the lowest quartile will make learning gains in math.

G1.B1 The English Language Learner population continues to grow, presenting challenges, especially in the area of writing with conventions in mind.

G1.B1.S1 Provide acceleration, remediation and enrichment block of time every day, including iReady. Develop the 8 Standards for Mathematical Practice. Re-examine Tier 1, 2, and 3 instruction in the Math block. Focus on GRR with assessment prompts and common assessments. Use Go Math with road map structures, remediation resources, and math literacy center games, with a special focus on enrichment of middle to high performing students.

PD Opportunity 1

List students and strands where deficiency exists, conduct intervention programs, progress monitor and discuss during monthly data meetings, provide assessments at appropriate intervals.

Facilitator

Administrators, Instructional Coaches

Participants

All teachers

Schedule

Daily, from 9/29/2014 to 6/5/2015

G2. A minimum of 62% of students will be proficient in writing on the 2015 statewide assessment.

G2.B1 The English Language Learner population continues to grow, presenting challenges, especially in the area of writing with conventions in mind

G2.B1.S1 Small group instruction with a school-wide emphasis on Writing Workshop and responding to reading in the form of writing (all content areas). Teachers will participate in professional development on a bi-weekly basis, with writing considered one of the foundational bricks of the school.

PD Opportunity 1

Small group instruction with a school-wide emphasis on Writing Workshop and vocabulary development.

Facilitator

Instructional Coaches.

Participants

Classroom teachers.

Schedule

Daily, from 10/6/2014 to 6/5/2015

PD Opportunity 2

Implement Top Score Writing to give students the format and writing strategies that our students need in order to be successful in the area of writing.

Facilitator

Kali Anges Lindsey Colley

Participants

Classroom teachers and students.

Schedule

Weekly, from 10/6/2014 to 6/5/2015

G3. A minimum of 61% of students will be proficient in reading on the 2015 statewide assessment. A minimum of 70% of all students will make learning gains in reading. A minimum of 70% of the lowest quartile will make learning gains in reading.

G3.B1 Our growing population of ELL students need continuous differentiation and support. Teachers need to use ESOL strategies and call upon the ESOL specialist to improve their service to the students.

G3.B1.S1 Provide acceleration, remediation and enrichment block of time every day, including after school programs iReady and LLI. Teachers will provide enrichment activities that encourage higher level thinking - Common Core Standard #10: Read and comprehend complex literary and informational texts independently and proficiently. Re-examine Tier 1, 2, and 3 instruction in the 90-minute ELA block. Focus on GRR with assessment prompts and common assessments. Use of the Comprehension Toolkit, Words Their Way, and Guided Reading with leveled readers.

PD Opportunity 1

List students and strands where deficiencies exist, conduct intervention programs, progress monitor and discuss during weekly data PLCs, provide assessments at appropriate intervals. Conduct walkthroughs, PLCs, reflections with Leadership and Problem Solving Teams.

Facilitator

Administrators and Instructional Coaches

Participants

All teachers

Schedule

Biweekly, from 9/29/2014 to 6/5/2015

G4. Parent Involvement: Bayshore Elementary will increase the parent involvement goal during the 2014-2015 school year is to increase parental involvement by 5% as measured through sign-in sheets.

G4.B1 Parents have language barriers. Parents do not all understand or know how to access community resources. They need academic materials to help students at home.

G4.B1.S1 Monthly parent workshops are held at Bayshore. They are planned and facilitated by one of our staff members. English classes for speakers of other languages are held at Bayshore. There are also a number of family activities planned throughout the school year.

PD Opportunity 1

Bayshore will host monthly parent workshops.

Facilitator

Bee Vang

Participants

Parents

Schedule

Monthly, from 9/29/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: A minimum of 64% of students will be proficient in math on the 2015 on the statewide assessment. A minimum of 71% of all students will make learning gains in math. A minimum of 75% of the lowest quartile will make learning gains in math.	0
Goal 2: A minimum of 62% of students will be proficient in writing on the 2015 statewide assessment.	4,000
Goal 4: Parent Involvement: Bayshore Elementary will increase the parent involvement goal during the 2014-2015 school year is to increase parental involvement by 5% as measured through sign-in sheets.	2,584
Grand Total	6,584

Goal 1: A minimum of 64% of students will be proficient in math on the 2015 on the statewide assessment. A minimum of 71% of all students will make learning gains in math. A minimum of 75% of the lowest quartile will make learning gains in math.

Description	Source	Total
B1.S1.A1		0
Total Goal 1		0

Goal 2: A minimum of 62% of students will be proficient in writing on the 2015 statewide assessment.

Description	Source	Total
B1.S1.A1	Title I Part A	1,500
B1.S1.A1	Title I Part A	2,500
Total Goal 2		4,000

Goal 4: Parent Involvement: Bayshore Elementary will increase the parent involvement goal during the 2014-2015 school year is to increase parental involvement by 5% as measured through sign-in sheets.

Description	Source	Total
B1.S1.A1	Title I Part A	2,584
Total Goal 4		2,584