

School Improvement Plan

2015-2016

Bay Point Elementary

Michael A. Grego, Ed.D.
Superintendent



Table of Contents

Part I: Current School Status

School Information

School Advisory Council (SAC)

Leadership Team

Public and Collaborative Teaching

Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)

Ambitious Instruction and Learning

Literacy Leadership Team (LLT)

Part II: Expected Improvements/Needs Assessment

Area 1: English Language Arts (Reading)

Area 2: English Language Arts (Writing)

Area 3: Mathematics

Area 4: Science

Area 5: Science, Technology, and Mathematics (STEM)

Area 8: Early Warning Systems

Area 9: Black Student Achievement

Area 10: Family and Community Involvement

Area 11: Additional Targets

Part III: Professional Development

Part IV: Coordination and Integration

Part V: Budget

Part VI: Mid-Year Reflection

2015-2016

School Improvement Plan

| PART I | | CURRENT SCHOOL STATUS |
|--|---|--------------------------------|
| Section A | | School Information |
| School Name Bay Point Elementary | Principal's First Name Dr. Felita | Principal's Last Name Grant |
| School Advisory Council Chair's First Name | School Advisory Council Chair's Last Name | |

SCHOOL VISION - What is your school's vision statement?

100% Student Success

SCHOOL MISSION - What is your school's mission statement?

Through our curriculum, we will facilitate learning by providing relevant, multidimensional learning experiences. We will place a special emphasis on the integrated applications of mathematics, science, foreign language and technology to prepare students to function productively in our global environment.

SCHOOL ENVIRONMENT

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

Our school participates in many activities that promote students' cultures and beliefs. Our school hosts a multicultural club for intermediate grades, that share their unique cultural traditions and experiences with the entire student body. Our world language team provides daily language and cultural instruction. Classes include instruction through cooking, dancing, drama and music. School activities include Black History Month, Hispanic Heritage, and Women's History themes. Teachers use lunch bunch to connect with students individually or in small groups.

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

During morning arrival and afternoon dismissal, teachers and student patrols are stationed throughout the school to supervise student behavior and safety. Bay Point implements the buddy system when students are traveling throughout the school during school hours, students never walk on campus alone. Students are selected weekly for student of the week and monthly for citizen of the month. Bay Point implements fire, tornado and lock down drills as required by school board policy.

Describe the school wide 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.

We use school wide Guidelines for Success. Teachers review the guidelines for success daily and teach examples and non examples. Panther Bucks are given as a positive incentive for students who follow the guidelines for success. Teachers follow protocols for behavior intervention, recognizing teacher managed behaviors and administrator managed behaviors. Intervention protocols are implemented where needed.

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.

Groups are available for students which include Girlfriends, Panther Pals, All Pro Dad's. Guidance is provided once a month to classrooms.

| | |
|---------------|------------------------------|
| PART I | CURRENT SCHOOL STATUS |
|---------------|------------------------------|

| | |
|------------------|--------------------------------------|
| Section B | School Advisory Council (SAC) |
|------------------|--------------------------------------|

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

Add Member
Delete Member

| SAC Member First Name | SAC Member Last Name | SAC Member Stakeholder Group |
|-----------------------|----------------------|------------------------------|
| | | |
| | | |

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

After careful review of last year's plan, areas that were well addressed/implemented were our Panther Pals, All Pro Dads, and our Guidance Lessons in the classroom (1 per month). Our Problem-solving process also proved effective as we increased the number of students identified as needing interventions and increased the frequency of data being turned in on a timely basis. SIP and MTSS were monitored more regularly through PLCs and data chats. School clubs and organizations were utilized to strengthen and support educating the whole child.

Other areas of improvement included increased teacher use of formative and summative assessments. A more focused plan of documenting teacher data review which included monthly data chats between teachers and administrators. Writing across curriculum areas and student journaling became a regular occurrence on campus. We also increased the number of professional development opportunities available on campus, including providing PD on effective lesson planning, data analysis, and a "How To" on accessing student data found in a variety of district resources.

The areas of enhancement or to be newly implemented based on the results from our SIP review would be:

- * Have an active Girlfriends Club
- * More teacher support with our Extended Learning Program so that more students can be served
- * Enhance teacher knowledge and training in the use of Marzano Goals and Scales.
- * Enhance support for Bridging the Gap initiatives
- * Additional Professional Development in Brain Powered Strategies, AVID instructional Strategies, Just in Time Math-Goals & Scales, as well as Science Coach to support STEM.

Additional areas of enhancement may be identified once the results for student academic performance are released.

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

The school improvement funds allocated last year were utilized to purchase professional development books that were using in instructional staff Professional learning communities and Educational workbooks.

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

When available, the School Advisory Committee meets to review the previous year's plan and approves and makes suggestions for focus of the current plan.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

SAC activities are to be determined as in the process of forming a new committee for the 2015-2016 school year.

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

SIP funds will continue to be used to fund professional development activities and purchase Book study materials for teams to use in Professional Learning communities. In addition, the funds will also be used to procure a substitute teacher to provide a TDE opportunity for our school based Teacher mentor to meet and work with other teachers on campus (i.e.. struggling teachers, teachers new to the school, teachers new to teaching, teachers wanted assistance with strategy development, etc.) in an effort to continually build teacher capacity and increase student achievement. We will also be using funds to purchase curriculum materials in highlighting best practices and strategies in the classroom.

STATUTORY COMPLIANCE -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC? Yes No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

The measures that are being taken to comply with SAC requirements include advertising and inviting parents to join SAC; the communication forums being used are school marquee, school newsletter, and school website. The school also sent personal invitations home to each family prior to the end of the 2014-2015 school year and a second invitation went home with materials sent during the summer for the 2015-2016 school year. Advertising for SAC also was broadcast again for the new school year on the school's website, FACEBOOK and Twitter accounts.

PART I **CURRENT SCHOOL STATUS**

Section C **Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

| | | | |
|--|--|--------------------------------------|-----------------------------------|
| First Name Dr. Felita | Last Name Grant | Email Address grantf@pcsb.org | |
| Highest Academic Degree Doctor of Education | Field of Study Ed Leadership and Policy Studies | # of Years as an Administrator 17 | # of Years at Current School 3 |
| Certifications (if applicable) School Principal, Elementary Ed, Primary Ed. | | | |

ASSISTANT PRINCIPAL #1

| | | | |
|---|---------------------------------|--------------------------------------|-----------------------------------|
| First Name Barbara | Last Name Hawkins | Email Address hawkinsb@pcsb.org | |
| Highest Academic Degree Master of Science | Field of Study Ed Leadership | # of Years as an Administrator 10 | # of Years at Current School 6 |
| Certifications (if applicable) Elementary Ed 1-6, ESOL | | | |

ASSISTANT PRINCIPAL #2

| | | | |
|--|---------------------------------|-------------------------------------|-----------------------------------|
| First Name Sara | Last Name DePerro | Email Address deperros@pcsb.org | |
| Highest Academic Degree Master of Science | Field of Study Ed Leadership | # of Years as an Administrator 5 | # of Years at Current School 5 |
| Certifications (if applicable) Biology 6-12, Earth Science 6-12, Gifted Endorsement, Nationally Board Certified | | | |

PART I**CURRENT SCHOOL STATUS****Section D****Public and Collaborative Teaching****INSTRUCTIONAL EMPLOYEES**

- # of instructional employees: 53
- % receiving effective rating or higher: _____
- % Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100
- % certified infield, pursuant to Section 1012.2315(2), F.S.: _____
- % ESOL endorsed: 47.2
- % reading endorsed: 15.1
- % with advanced degrees: 22.6
- % National Board Certified: 5.7
- % first-year teachers: 11.3
- % with 1-5 years of experience: 9.4
- % with 6-14 years of experience: 34
- % with 15 or more years of experience: 45.3

PARAPROFESSIONALS

- # of paraprofessionals: 0
- % Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100%

TEACHER RECRUITMENT AND RETENTION STRATEGIES

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

The school strategies that are used to retain highly qualified, certified-in-field teachers include

- Conducting monthly teacher meetings to review needs of grade level teams and review requests for student support (Administrative team)
- Multiple Professional development opportunities are shared for supporting growth in teacher effectiveness (Mrs. Hawkins)
- Multiple Professional development opportunities are shared for supporting growth in teacher effectiveness (Mrs. Hawkins)
- Support is given to staff members wishing to attend various professional conferences or holding common planning meetings with colleagues (Administrative team)
- * Professional development opportunities are offered on campus based on an Instructional staff needs assessment
- New teachers are assigned a mentor (Mrs. Gomillion)
- Block schedule is supported in an effort to give a more consistent schedule for teacher common planning. (Ms. DePerro)

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

School strategies to encourage positive working relationships include:

- * Block schedule across grade levels-including common planning
- * Required weekly team PLCs with designated agenda aligned to school's SIP.
- * For increased morale:
 1. Staff activities (breakfasts, pot luck, salad day, etc)
 2. Staff recognitions-at staff meetings, recognition cards, etc.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

Mentoring program plan:

- Monthly new teacher meetings as a group
- Each new teacher (either new to profession or new to site) is assigned a mentor –the rationale used for pairings is selecting a highly qualified team member who teaches in a similar grade level as the new teacher so that activities like common planning and observations are more effective.
- New teachers are also permitted to do in class observations of other highly effective classrooms, while coverage is provided by on-site staff.
- New teachers also are formally observed by an administrator a minimum of twice per school year, which includes follow up discussion about strengths and areas in need of development.

PART I **CURRENT SCHOOL STATUS**

Section E Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)

PROBLEM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

Our school's data-based problem solving process begins with monthly SIP and status check review meetings in grade level PLCs. Teachers hold data chat meetings 1 per month with their grade level teams to assess the effectiveness of core instruction and status of individual, as well as whole grade, student performance; the results of those meetings are then used to develop hypothesis by the school's SBLT team and to help move forward with possible next steps in continued class differentiation and needed interventions for both small group and individual students. Our detailed process includes a discussion of all related data, collaborative discussion of problem identification, identification of possible barriers, resources available, strategies/action steps,

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member
Delete Member

| MTSS Team Member First Name | MTSS Team Member Last Name | Position |
|-----------------------------|----------------------------|--|
| Dr. Felita | Grant | Team Leader |
| Sara | DePerro | Meeting Facilitator/Meeting minutes/Data input |
| Barbara | Hawkins | Assessment/Curriculum coordinator |
| Cameshia | Ware | MTSS Coordinator/Student services updates |
| Heather | Jakobiak | PSW review/Tier 3 status updates/Time keeper |
| Kelley | Farrow | Attendance data/PSW team member |
| LaShawn | Gomillion | Teacher rep |
| Ciera | Negretti | Teacher rep |
| Anthony | Pipino | Teacher rep |

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

The SBLT meets weekly to discuss and identify school based issues and concerns. The team holds monthly data review meetings after the conclusion of all grade level administrative PLCs and assessment cycles in an effort to monitor the school's MTSS and SIP status. Each SIP goal is also assigned a goal manager who regularly reviews current data to assess whether progress is being made to meet the goals identified in the SIP and their findings are shared with grade level teams. The results of these discussions are then used to update and revise as necessary the barriers/resources necessary and next action steps in reaching SIP goals using a problem solving process of information.

DATA SOURCES AND MANAGEMENT SYSTEMS - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

Our school guidance counselor and student services team will then collect the data on a monthly basis and/or after each assessment cycle (which is every appropriate) to share and be analyzed by the SBLT team. Their analysis will then be shared and discussed with grade level teams where appropriate in an effort to judge the effectiveness of core instruction, supplemental and intensive supports.

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

The plan to support the staff's understanding of MTSS and build capacity includes:

- On-site professional development to discuss and review MTSS process (including a flow charts of MTSS process-both behavior and academics) to help develop staff understanding of how to align/integrate instruction and the interventions delivered to students based on student need. The professional development will focus on the importance of discussing needs-driven/data-driven decision-making to ensure that our resources reach the appropriate students and to accelerate all students to achieve and/or exceed proficiency.
- Monthly reminder snap shots at Staff meetings to share areas of identified needs.
- The RtI-B and SBLT teams will continue to meet to problem-solve through the school wide-behavior interventions and their effectiveness; as well as support teachers in their understanding of the School-wide behavior plan.
- Modeling in grade level PLCs of the problem-solving process

PART I

CURRENT SCHOOL STATUS

Section F

Ambitious Instruction and Learning

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Pinellas County Schools provides curriculum guides, which outline the standards. Monthly meetings are held with the Asst. Principal in charge of curriculum to provide support to teachers and specialist. Grade levels are encouraged to plan together and discuss curriculum alignment through PLCs. Administrators do weekly walk through of the classrooms and monitor lesson plans (feedback is provided where appropriate by the assigned administrator). School Professional Development is designed around the Florida Standards.

DIFFERENTIATED INSTRUCTION - Describe how your 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.

Common Assessments are given multiple times a year to monitor student progress. A PMP or Progress Monitoring Plan is developed for student's not meeting expectation. Specific strategies are put into place that addresses the individual's deficit. The interventions and the plan are updated after each review cycle.

PLCs meet weekly to discuss student performance and ability grouping within the classroom. Struggling students are also selected by performance for pull-out in LLI (Leveled Literacy Intervention). "Bubble" students are identified for extra support and intervention to move them to the next level. Also, all students not meeting grade level expectations as measured by SAT-10 or FSA results are placed in a Tier 2 progress monitoring program where data is collected on a bi-weekly basis to assess if current interventions are being effective and whether there is a need to change the intervention or proceed in the RtI process. Staff meets once a month for a data review to assess the progress of all students and to identify needed curriculum changes and differentiation. The school's master schedule is also blocked to accommodate grade level teams grouping for reading and math instruction by ability level.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Struggling students will have additional opportunities to work with their curriculum in a small group setting before or after the regular school day.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Early Intervention and acceleration in grades K-5

Provide a description of the strategy below.

Identified students meet twice a week before or after school for 45 minutes for guided instruction in reading, math writing and science.

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

A pre- and post-assessment will be conducted and then formative assessments will be utilized throughout the ELP sessions using the intervention program MobyMax. Teachers then used the data to determine the focus and effectiveness of the lessons.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

ELP teacher and school principal

INSTRUCTIONAL STRATEGY #2

Strategy Type

Teachers will become more proficient in the utilization of Formative assessment strategies in order to better monitor the progress of their students and differentiate their instruction.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

The strategy purpose is to utilize formative assessments in identifying and differentiating student instruction to better guide and build lessons appropriate to increasing student achievement.

Provide a description of the strategy below.

Teachers will participate in professional learning communities with the school's administrative team to study and better utilize formative assessment in the classroom for monitoring student performance and increase student engagement.

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

The use of formative assessment will be monitored and data collected during the walk-through and observation processes. The effectiveness of this strategy will be then be determined by cross-referencing the frequency of formative assessment use and the level of engagement and student progress in each grade level as measured with district/state assessment results and behavior referrals.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Grade level facilitators and school administration.

INSTRUCTIONAL STRATEGY #3

Strategy Type

Providing after school clubs to increase the amount and quality of learning time and help enrich and accelerate the magnet curriculum

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

The purpose of this strategy is to increase student engagement and interest in the core curriculum and develop their real world

experience in Math, Science, Technology and Literacy in an effort to address all learning modalities.

Provide a description of the strategy below.

The school conducts before or after school clubs that focus on the core content areas as well as enrichment for all students; such STEM club, Art Club, Rock Band, Mad Science.

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

A variety of data will be collected such as student attendance, growth of programs, survey results and student performance on District and State assessments for students participating.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Club sponsors and Administration

INSTRUCTIONAL STRATEGY #4

Strategy Type

Teachers will become proficient in the utilization of goals and scales in order for teachers and students to understand the standard.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

The purpose of the strategy is to assist teachers in focusing their standards and helping students monitor and track their own progress toward the learning goal.

Provide a description of the strategy below.

Teachers will meet monthly to discuss examples and non-examples of how to develop goals and scales in their classroom. Materials and resources from iObservation will be shared so that staff can continually reference the information that is discussed.

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

The data that will be collected will be the number of teachers who attend and their final outcome scores in the teacher appraisal process in the effectiveness of goals and scales. This data will then be cross-referenced against staff members who did not attend all segments of the training.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Ms. DePerro and other administrative staff

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The strategies used for assisting preschool children in transition include an early Kindergarten orientation to help families prepare for what their students will learn, what they will be expected to do and what they can expect from the upcoming school year. We will conduct pre-school outreach sessions, where current pre-school students will be invited to visit our campus to get a feel for Kindergarten to support their incoming transition. Also, prior to the first day of school, we host an Open House/Meet the Teacher event where parents can see their child's classroom and learn strategies that they can use to support their child's teacher as they adjust to full time school. Finally, in support of our outgoing students, we hold parent meeting sessions to share important information with students and their families about what they can expect from their first year in middle school (both academically and socially).

PART I**CURRENT SCHOOL STATUS****Section G****Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member

Delete Member

| LLT Member First Name | LLT Member Last Name | Title | Email |
|-----------------------|----------------------|-----------------------------|--------------------|
| Dr. Felita | Grant | Principal | grantf@pcsb.org |
| Barbara | Hawkins | Asst. Principal | hawkinsb@pcsb.org |
| Cameshia | Ware | Guidance | warecam@pcsb.org |
| LaShawn | Gomillion | Teacher | jacksonp@pcsb.org |
| Ciera | Negretti | Teacher | negrettic@pcsb.org |
| Karin | Wester | Teacher | westerk@pcsb.org |
| Debra | Alvarez | Teacher | alvarezd@pcsb.org |
| Christine | Bouanene | Teacher | bouanenec@pcsb.org |
| Sylvia | Cairns | Teacher | cairnss@pcsb.org |
| Bonnie | Parker | Library Media Specialist | parkerbo@pcsb.org |
| Ronald | Motyka | Reading InterventionTeacher | motykar@pcsb.org |
| | | | |

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

The school-based LLT meets once per month. They promote literacy by determining the best use of referendum dollars based on school needs assessment. Team reviews student Reading performance data to assess school needs and next steps in support of the School Improvement plan. LLT also attends required district Professional Development (grade level specific) to bring knowledge and resources back to the school site. The site ensures every teacher contributes by having a grade level representative on the LLT and teachers attending monthly data chats and PLCs.

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

The major initiatives of the LLT this year will be to prepare presentations and communications for school PTA and SAC in regard to the implementation and impact of Florida State Standards. They will also be analyzing the school's reading data after each assessment cycle to monitor progress toward meeting SIP reading goals, as well as problem solving for new areas identified as areas for improvement. Finally, their last major initiative is to share professional development and share strategies that teachers can use in explicit instruction. The professional development is shared not only through district sponsored offerings (mentioned in our weekly communication to staff) but also offered on campus through book study. The needs of the teachers were identified by a teacher personal needs assessment as well as review of available data, such as SAT-10 and previous FCAT Reading scores.

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section A****Area 1: English Language Arts (Reading)**

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

| |
|---------------------------------------|
| 8-Step Problem-Solving Process |
|---------------------------------------|

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 25.6 | | 45 |

Students Scoring at or Above Achievement Level 4

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 41.3 | | 43 |

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | | 0 |

Students Scoring at or Above Level 7

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 0 | | 0 |

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 61 | | 77 |

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 57 | | 65 |

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 64.3 | | 84.3 |

Students Scoring Proficient in Reading

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 35.7 | | 55.7 |

Students Scoring Proficient in Writing

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 50 | | 70 |

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|-----------------------------------|--------------------|--------------------|--------------------|
| White | 87 | | 90 |
| Black/African American | 53 | | 65 |
| Hispanic | 70 | | 81 |
| Asian | 87 | | 94 |
| American Indian | n/a | | n/a |
| English Language Learners (ELLs) | n/a | | n/a |
| Students with Disabilities (SWDs) | 64 | | 55 |
| Economically Disadvantaged | 54 | | 69 |

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL

What is your school's reading goal? Provide a description of the goal below.

The number of students meeting proficiency in Reading will exceed the district proficiency rates, as measured by Florida Standards Assessment for the 2015-2016 school year.

Provide possible data sources to measure your reading goal.

Running Records (EDS)
 Common Assessment (Performance Matters)
 Teacher grades (FOCUS)
 SAT-10 Scores

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

| Action 1 | Plan to Implement Action 1 |
|--|--|
| Teachers and Staff will regularly assess (both formally and informally) and utilize data to modify and adjust instruction to meet student needs. | <ul style="list-style-type: none"> * Teachers meet weekly in Professional Learning Communities (PLC's) to review student responses to tasks and plan for instruction based on data-the notes for each meeting are collected by administrators with feedback given. * Teachers will conduct regular data chats with administrative team to review student progress and plans for interventions. Teachers use state assessments, district provided assessments, observation data, anecdotal record-keeping, and teacher created informal assessment to monitor student progress * Teachers conduct data chats with students and support students with goal-setting based on data. * Teachers utilize scales and rubrics aligned to the learning goal to assess and inform instruction. * PD- School will conduct Professional Development training on the using appropriate Goals, Scales and Rubrics * PD-School conducts Professional Development on Data Analysis and review of understanding for Data resources. |
| Action 2 | Plan to Implement Action 2 |

| | |
|---|---|
| Teachers use data to differentiate and scaffold instruction to increase student performance | <ul style="list-style-type: none"> * Teachers meet frequently with students in one-on-one conferences to support students' individual needs. * Teachers use a variety of modalities (visual, auditory, kinesthetic) when presenting concepts and instruction to meet the varied needs of students. * Administrators monitor teacher lesson plans for evidences of scaffolding and differentiation with feedback given where necessary should further developed be indicated. * Teachers will analyze data regularly to adjust lesson plans where appropriate. * Students will track their own performance through measurement on standards based learning scales. |
| Action 3 | Plan to Implement Action 3 |
| School will work to increase student motivation and engagement. | <ul style="list-style-type: none"> * A "Panther Buck" drawing will be held 9 weeks * We conduct Student of the Week announcements * Conduct attendance celebrations to recognize students with positive attendance and/or improved attendance * School will implement a positive postcards and school store for additional student incentives. * School implements a "Panther Pal" mentoring system for students identified by the SBLT team and teacher recommendation based on a set criteria. * PD-Teacher will participate in site based training on brain powered strategies to engage all students. * PD- Staff will conduct a book study with working with challenging students ("Hanging in") |
| Action 4 | Plan to Implement Action 4 |
| Teachers will plan and implement small group instruction that addresses the areas of needed improvement identified in their ongoing data analysis | <ul style="list-style-type: none"> * Teachers will continue to attend professional development on Module roll-outs, close reading and instructional methods. (site based & district) to better guide interventions in their small group. * Administrators monitor and support the implementation of literacy instruction during frequent observations and by using monitoring tools. * Teachers will update their small groups as necessary at least monthly based on their analysis of new assessment data (both formal and informal assessments). * Teachers intentionally plan instruction aligned with a high level of rigor by using Webb's Depths of Knowledge and adjust instruction through the use of talk, task, text, and student needs. |

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section B **Area 2: English Language Arts (Writing)**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at or Above 3.5

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 38 | | 60 |

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| | | |

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL

What is your school's writing goal? Provide a description of the goal below.

Our reading proficiency will meet or exceed state averages for reading achievement for 2015-2016.

Provide possible data sources to measure your writing goal.

Focus (Teacher Grade Book)
Baseball Cards (Performance Matters)
EDS
Professional Learning Communities
Common Assessments

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

| Action 1 | Plan to Implement Action 1 |
|--|--|
| Teachers will provide opportunities for increasing vocabulary, as well as opportunities to practice using appropriate conventions of standard English. | <ol style="list-style-type: none"> 1. Teachers will introduce vocabulary words as they are encountered to enhance students familiarity with them. 2. Teachers will teach daily language lessons through Reading series and continue to highlight 3. Teachers, peer editors, and volunteers will help students to strengthen their writing through regular revising and specific feedback. |
| Action 2 | Plan to Implement Action 2 |
| Teachers will provide multiple opportunities for writing throughout integrated subject areas. | <ol style="list-style-type: none"> 1. Teachers will ensure that each student has a journal for every subject matter, and will give them chances to respond and reflect through writing across all subject areas with appropriate feedback. |
| Action 3 | Plan to Implement Action 3 |
| Teachers will provide students with extensive opportunities to write in the ELA block to address the new ELA literacy standards that are a part of the the ELA writing assessment. | <ol style="list-style-type: none"> 1. Teachers will ensure that students regularly write short responses based on text in and out of the ELA block. 2. Teachers will provide daily opportunities for students to write over extended time frames. 3. Teachers will help students strengthen their writing through regular use of a writing journal and the regular practice of revising, editing, and using the overall writing process in the ELA block. |
| Action 4 | Plan to Implement Action 4 |

| | |
|---|---|
| <p>Teachers will provide additional support to help bridge the gap between African American students and their peers.</p> | <ol style="list-style-type: none"> 1. Teachers can provide differentiated instruction through small group, or individual student conferencing with African American students. 2. Teachers will be given a variety of resources that they can use to help implement differentiated lesson plans and/or homework-(i.e... CPALMS website, District Guidelines, Florida State Standards Modules, Writing Units of Study). |
|---|---|

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section C **Area 3: Mathematics**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 30 | | 46 |

Students Scoring at or Above Achievement Level 4

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 27 | | 40 |

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| | | |

Students Scoring at or Above Level 7

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| | | |

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 65 | | 75 |

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 55 | | 70 |

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|-----------------------------------|--------------------|--------------------|--------------------|
| White | 79 | | 80 |
| Black/African American | 38 | | 55 |
| Hispanic | 73 | | 75 |
| Asian | 87 | | 94 |
| American Indian | na | | na |
| English Language Learners (ELLs) | na | | na |
| Students with Disabilities (SWDs) | 64 | | 70 |
| Economically Disadvantaged | 41 | | 58 |

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

The 2015-2016 goal is to increase the number of students achieving proficiency on the annual state-wide math assessment by 25%.

Provide possible data sources to measure your mathematics goal.

Common Assessments (Performance Matters), Teacher Grade Book, Formal Assessments, State-wide assessment, CPALMS/MFAS, SAT-10, FOCUS, EDS

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

| Action 1 | Plan to Implement Action 1 |
|--|--|
| Students will use assessment data for motivation, reflection, and action. | Provide clear and understandable vision of learning target; use examples and models of strong and weak work; regular descriptive feedback; students self assess and set goals. To eliminate barriers team PLC's will include the discussion of commonalities of assessments. Person responsible will be the classroom teacher who will monitor results each cycle. |
| Action 2 | Plan to Implement Action 2 |
| Students will monitor their progress toward Learning Goals using standards based scale | <ul style="list-style-type: none"> * Teachers will use GoMath lessons in K-5 * School will develop a school-wide data chat form/tracking sheet for students. * Designated staff members (In-house Math Cadre) will interview students regarding data on a rotation. * Teachers will develop Marzano based scales for each unit of study. * Students will be responsible for tracking their own progress throughout a Unit of study on the tracking sheet. * Fidelity will be tracked through GOMath results, as well as a student data folder in conjunction with interviews from the Math team. |
| Action 3 | Plan to Implement Action 3 |
| Create a "Pilot" BPE math folder in OUTLOOK | <ul style="list-style-type: none"> * The folder will include lessons on Florida Standards lessons that staff can search through that align to the needs of the BPE student population as well as ideas for additional hands on activities. * Math cadre will ask staff to forward useful lessons/sites for the folder to the Cadre coordinator. * Team will work with Technology specialist to create a place to post lessons. |
| Action 4 | Plan to Implement Action 4 |

| | |
|---|--|
| Focus team PLCs on Specific Math benchmarks | <ul style="list-style-type: none"> * Identify math leaders school-wide from each grade level. * Set a specific PLC schedule for Math data discussions * PLC topics will be based on AP1, AP2 and AP3 scores. * PD-Conduct on-site, rigorous professional development in mathematical practices. "Just In Time" Math coaches will be utilized to provide training in development of Marzano Goals & Scales at least once per semester. * In House Math Cadre will support administration in monitoring outcomes. * Administration will monitor impact through observation of teacher practices. |
|---|--|

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section D **Area 4: Science**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 34 | 33 | 42 |

Students Scoring at or Above Achievement Level 4

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 33 | 22 | 25 |

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| | | |

Students Scoring at or Above Level 7

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| | | |

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL

What is your school's science goal? Provide a description of the goal below.

-Increase the number of 5th grade students scoring at or above Level 3 on the science assessment to 67% as measured by FCAT 2.0.

Provide possible data sources to measure your science goal.

-Performance Matters (common assessments), FOCUS, teacher grade books, Think Central, EDS

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

| | |
|----------|----------------------------|
| Action 1 | Plan to Implement Action 1 |
|----------|----------------------------|

| | |
|--|--|
| Increase the number of hands on opportunities within the classroom to include a minimum of two per topic | Grade level teams will meet at least monthly to discuss and unpack the science content standards in an effort to develop additional hands on opportunities within the classroom. In addition, in Grades 3-5, additional lab schedule will be developed and implemented for students to spend time in the Science Resource lab. |
| Action 2 | Plan to Implement Action 2 |
| Increase the number of hands on activities conducted during science lab to include a minimum of two per topic (outside the 5 E's curriculum) | Grade level teams will meet with science specialist once per unit change to review lab expectations and help develop ideas to increase level of rigor. Science lab will continue to be held once per week for 30 minute sessions for each class. Science Specialist will document all activities with pictures. |
| Action 3 | Plan to Implement Action 3 |
| Increase utilization of science journals across grade levels to a frequency of to 2-3 times per week. | The science specialist and classroom teachers will provide opportunities for students to use their science journals 2-3 times per week. Journal work completed in class will be evaluated by the classroom teacher. Students will be expected to explain scientific topics, vocabulary and express an understanding of said topics in their journals upon completion of each unit. |
| Action 4 | Plan to Implement Action 4 |
| Involve students in science fair topic development and the scientific process steps on an ongoing basis. | The classroom teachers and science specialists will work with students early in the year (first grading period) to develop grade level appropriate research topics. The school will hold an information night for 5th grade parents to help parents understand how they can support their children through the scientific process. |

| | |
|------------------|--|
| PART II | EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT |
| Section E | Area 5: Science, Technology, and Mathematics (STEM) |

Students Scoring at Achievement Level 3

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| | | |

Students Scoring at or Above Achievement Level 4

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| | | |

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL

What is your school's STEM goal? Provide a description of the goal below.

We will increase the opportunity for students to participate in hands on learning in the areas of Science, Technology, Engineering and Mathematics through the continued sponsorship of a STEM club and new Science lab on site.

Provide possible data sources to measure your STEM goal.

Monitor attendance at each session of the STEM Academy. We will enroll 40 students and maintain a wait list to ensure constant enrollment numbers. We will also monitor the performance of students participating in STEM club to see if there is an increase in achievement in Math and Science to determine a possible correlation.

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

| Action 1 | Plan to Implement Action 1 |
|--|---|
| Recruit 2 science oriented teachers to attend any necessary professional development for the STEM Academy. | Send an email to all instructional staff requesting interested teachers to participate in the STEM Academy as facilitators; facilitators may include staff already trained from last years program. |
| Action 2 | Plan to Implement Action 2 |
| Inform the facilitators of mandatory trainings for the STEM Academy. | Attend the mandatory STEM Academy |
| Action 3 | Plan to Implement Action 3 |
| We will recruit 40 students to participate in the STEM Academy weekly from October to April. | Send information letters to 4th and 5th students. |
| Action 4 | Plan to Implement Action 4 |
| Students from the STEM Academy will be given an opportunity to share their new found skills and knowledge. | STEM Academy students will make a special presentation at the Science Fair Exposition. |

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section H Area 8: Early Warning Systems

ATTENDANCE

Students Tardy 10% or More, as Defined by District Attendance Policy

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|--------------------|--------------------|--------------------|
| Kindergarten | 10.1 | 7.1 | 5.0 |
| Grade 1 | 6.4 | 9.5 | 5.0 |
| Grade 2 | 5.6 | 7.4 | 5.0 |
| Grade 3 | 5.5 | 1.8 | 0.0 |
| Grade 4 | 6.3 | 9.5 | 3.0 |
| Grade 5 | 0.0 | 2.8 | 1.0 |

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|--------------------|--------------------|--------------------|
| Kindergarten | 12.8 | 5.1 | 3.0 |
| Grade 1 | 8.3 | 4.8 | 2.0 |
| Grade 2 | 4.6 | 6.5 | 3.0 |
| Grade 3 | 1.8 | 8.3 | 1.0 |
| Grade 4 | 3.6 | 4.7 | 2.0 |
| Grade 5 | 9.3 | 2.7 | 1.0 |

SUSPENSIONS

Students with One or More Referrals

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--|--------------------|--------------------|--------------------|
| | | | |

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|--------------------|--------------------|--------------------|
| Kindergarten | 7.3 | 12.2 | 7.0 |
| Grade 1 | 7.3 | 15.2 | 7.0 |
| Grade 2 | 6.5 | 11.1 | 6.0 |
| Grade 3 | 11.8 | 7.3 | 6.0 |
| Grade 4 | 5.4 | 10.4 | 5.0 |
| Grade 5 | 15.9 | 9.1 | 7.0 |

Students with Five or More Referrals

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|--------------------|--------------------|--------------------|
| Kindergarten | 2.0 | 4.1 | 1.0 |
| Grade 1 | 2.0 | 1.0 | 0.0 |
| Grade 2 | 0.0 | 0.0 | 0.0 |
| Grade 3 | 0.0 | 0.0 | 0.0 |
| Grade 4 | 3.0 | 1.0 | 0.0 |
| Grade 5 | 2.0 | 1.0 | 0.0 |

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|--------------------|--------------------|--------------------|
| Kindergarten | 0.0 | 0.0 | 0.0 |
| Grade 1 | 0.0 | 0.0 | 0.0 |
| Grade 2 | 0.0 | 0.0 | 0.0 |
| Grade 3 | 0.0 | 0.0 | 0.0 |
| Grade 4 | 0.0 | 0.0 | 0.0 |
| Grade 5 | 0.0 | 0.0 | 0.0 |

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|--------------------|--------------------|--------------------|
| Kindergarten | 0.0 | 0.0 | 0.0 |
| Grade 1 | 0.0 | 0.0 | 0.0 |
| Grade 2 | 0.0 | 0.0 | 0.0 |
| Grade 3 | 0.0 | 0.0 | 0.0 |
| Grade 4 | 0.0 | 0.0 | 0.0 |
| Grade 5 | 0.0 | 0.0 | 0.0 |

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|--------------------|--------------------|--------------------|
| Kindergarten | 3.0 | 9.2 | 3.0 |
| Grade 1 | 5.0 | 1.0 | 0.0 |
| Grade 2 | 1.0 | 2.8 | 1.0 |
| Grade 3 | 6.0 | 3.7 | 2.0 |
| Grade 4 | 3.0 | 5.7 | 3.0 |
| Grade 5 | 5.0 | 3.7 | 2.0 |

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|--------------------|--------------------|--------------------|
| Kindergarten | 0.0 | 1.0 | 0.0 |
| Grade 1 | 0.0 | 0.0 | 0.0 |
| Grade 2 | 0.0 | 0.0 | 0.0 |
| Grade 3 | 0.0 | 1.0 | 0.0 |
| Grade 4 | 1.0 | 0.0 | 0.0 |
| Grade 5 | 0.0 | 1.0 | 0.0 |

Students Referred for Alternative School Placement

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|--------------------|--------------------|--------------------|
| Kindergarten | 0.0 | 0.0 | 0.0 |
| Grade 1 | 0.0 | 0.0 | 0.0 |
| Grade 2 | 0.0 | 0.0 | 0.0 |
| Grade 3 | 0.0 | 0.0 | 0.0 |
| Grade 4 | 0.0 | 0.0 | 0.0 |
| Grade 5 | 0.0 | 0.0 | 0.0 |

Students Expelled

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|--------------------|--------------------|--------------------|
| Kindergarten | 0.0 | 0.0 | 0.0 |
| Grade 1 | 0.0 | 0.0 | 0.0 |
| Grade 2 | 0.0 | 0.0 | 0.0 |
| Grade 3 | 0.0 | 0.0 | 0.0 |
| Grade 4 | 0.0 | 0.0 | 0.0 |
| Grade 5 | 0.0 | 0.0 | 0.0 |

RETENTIONS

Students Retained

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|--------------------|--------------------|--------------------|
| Kindergarten | 0.0 | 0.0 | 0.0 |
| Grade 1 | 3.0 | 3.8 | 2.0 |
| Grade 2 | 2.0 | 2.8 | 1.0 |
| Grade 3 | 5.0 | 6.4 | 3.0 |
| Grade 4 | 1.0 | 0.0 | 0.0 |
| Grade 5 | 0.0 | 0.0 | 0.0 |

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|--------------------|--------------------|--------------------|
| Kindergarten | na | na | na |
| Grade 1 | na | na | na |
| Grade 2 | na | na | na |
| Grade 3 | 27 | | 20 |
| Grade 4 | 31 | | 25 |
| Grade 5 | 32 | | 26 |

Students with One or More Course Failures in English Language Arts or Mathematics

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|--------------------|--------------------|--------------------|
| Kindergarten | 0.0 | 0.0 | 0.0 |
| Grade 1 | 0.0 | 0.0 | 0.0 |
| Grade 2 | 0.0 | 0.0 | 0.0 |
| Grade 3 | 5.5 | 0.9 | 0.0 |
| Grade 4 | 6.2 | 3.8 | 2.0 |
| Grade 5 | 0.9 | 5.5 | 2.0 |

Students in 3rd Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------------|--------------------|--------------------|
| 5 | 6.5 | 4 |

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--------------|--------------------|--------------------|--------------------|
| Kindergarten | 0.0 | 8.2 | 5.0 |
| Grade 1 | 1.0 | 1.9 | 1.0 |
| Grade 2 | 1.0 | 1.9 | 1.0 |
| Grade 3 | 10.0 | 5.5 | 3.0 |
| Grade 4 | 21.0 | 3.8 | 2.0 |
| Grade 5 | 17.0 | 3.6 | 2.0 |

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Staff will work with Data Clerk to manage attendance and tardies in a timely matter.
 The guidance counselor and school social worker work together to create a positive reward system for students with positive attendance and reward students who improve their attendance.
 Classroom teachers and administrators follow a positive behavior plan which puts emphasis on handling issues within the classroom, and with the assistance of families, as much as possible, to help reduce the number of students reaching referral stage.
 Teachers will communicate with parents (through email, planner, phone, and documented in Portal) to improve student attendance.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section I **Area 9: Black Student Achievement**

Identify goals, targets, and actions for Black student achievement.

Add Target
Delete Target

| Description of Goals, Targets, and Actions for Black Student Achievement | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|--|--------------------|--------------------|--------------------|
| Reading Goal : Increase the number of African American students scores at or above proficiency to 60% on FSA ELA 2016 * Give students additional fiction/nonfiction reading materials and devise a plan for making the library more accessible. * The classroom teachers will increase student engagement by using a variety of incentive programs specific to their classroom. * Use research based interventions to increase the student achievement of the African American students | 51.4 | | 60 |
| Math Goal : increase the number of African American student score at or above proficiency to 42% on FSA Math 2016 * Increase the use of manipulatives * The classroom teachers will increase student engagement by using a variety of incentive programs specific to their classroom. * Use research based interventions to increase the student achievement of the African American students | 33.8 | | 49 |
| Science Goal : Increase the number of African American student score at or above proficiency to 44% on FSA Science 2016 • Increase the level of student engagement by implementing various fun strategies • Increase the use of hands on activities including implementation of an added science lab • Additional professional development to address differentiated instruction | 28 | | 44 |

| Description of Goals, Targets, and Actions for Black Student Achievement | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|--------------------|--------------------|--------------------|
| Attendance (missed 10% or more days) | 3.8 | 6.7 | 2.0 |
| Behavior- Decrease the % of African American students receiving referrals as compared to their non-black peers by 10%. * Using a positive reward system of Check-in/Check-out with a member of the Leadership Team | 76 | 73 | 63 |

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section J **Area 10: Family and Community Involvement**

Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

Over 70 opportunities are available for families to engage with the school including PTA family fun activities, field trips, parent conferences and education nights, and performances. While the school has strong attendance overall, parents of students in the lowest performing quartile are least likely to attend, at about 10%. Participation for this group is notably higher for school-wide activities such as field day, the winter or spring concerts, and the PTA Fall Festival.

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

Several modes of communication are maintained including an up to date web page, monthly newsletter, emails, phone messages, and flyers with topical events and subject matter to keep parents informed; families are invited to join students for lunch; a variety of events are offered throughout the year including evening and daytime hours provide a broad range of opportunities for families to engage; parents are allowed to walk students to class in the morning which helps them to keep connected with other parents and the school; Teachers send home progress reports and notes are written in student journals; Parents may use Focus. Dr. Felita Grant, the school's Principal, in her thesis "Marginalized African American Grandmothers Raising their School-Aged Grandsons: Perspectives" argues "that unique and uncommon approaches are necessary in order to move away from the deficit-driven perception that low-income parents and parents of color are uninvolved or uncaring" and urges "strong and frequent home-school communication".

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

The policy of area businesses regarding their available community partnerships is routinely reviewed; Eckerd College Service Learning considers BPE as "one of our top Community Partners" due to the opportunities offered to their students for volunteering; Publix supports the PTA Math Night, and along with Walmart, donates materials to the school; the City of St. Petersburg recognizes the school and our partnerships, and has provided mentors, tutors, as well as a playground to share with the neighborhood. The school also visits and invites local Pre-K centers to come visit the school in an effort to build a relationship to meet the needs of students in the area.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section K **Area 11: Additional Targets**

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Add Target
Delete Target

| Description of Additional Targets | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|-----------------------------------|--------------------|--------------------|--------------------|
| | | | |

| Description of Additional Targets | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|--|--|--|
| Wellness Goal- To work toward Bronze Level recognition with the Alliance for a Healthier Generation | | Bronze in 16% of + | Bronze in 2 out of 3 + |
| Magnet Focus- To increase the number of activities within and outside the school day as they relate to the school's magnet program in Math & Science. | 3 Science/0 Math + | 6 Science/1 Math + | 8 activities |

PART III **PROFESSIONAL DEVELOPMENT**

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

Add PD
Delete PD

| | |
|--|--|
| Professional Development Identified | Data Analysis |
| Related Goal(s) | Reading, Math, Science |
| Topic, Focus, and Content | The process of identifying Root cause of items identified in school needs assessments. |
| Facilitator or Leader | Dr. Felita Grant |
| Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i> | PLC |
| Target Dates or Schedule <i>(e.g., professional development day, once a month)</i> | Monthly |
| Strategies for Follow-Up and Monitoring | Data materials brought to monthly Data meetings and comments made on PLC minutes |
| Person Responsible for Monitoring | Administrative Team |
| Professional Development Identified | Brain Powered Strategies to Engage All Learners |
| Related Goal(s) | All Content Areas |
| Topic, Focus, and Content | Teachers will learn about various strategies that engage the brain in acquiring and retaining instructional material in a fun way. |
| Facilitator or Leader | LaVonna Roth |
| Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i> | Instructional staff |
| Target Dates or Schedule <i>(e.g., professional development day, once a month)</i> | October 19, 2015 |
| Strategies for Follow-Up and Monitoring | Reviewing lesson plans and looking for strategy usage during walkthroughs |
| Person Responsible for Monitoring | Team leader/Administrative team |
| Professional Development Identified | Just in Time-Math |
| Related Goal(s) | Math |
| Topic, Focus, and Content | Drafting Performance Scales aligned to Florida Standards |
| Facilitator or Leader | District Math Coach |

| | |
|--|--|
| Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i> | Classroom teachers |
| Target Dates or Schedule <i>(e.g., professional development day, once a month)</i> | 2x per year (1 per semester at each grade level) |
| Strategies for Follow-Up and Monitoring | Lesson plans monitored/administrative walkthroughs |
| Person Responsible for Monitoring | Administration |
| Professional Development Identified | Just in Time-Reading |
| Related Goal(s) | Reading |
| Topic, Focus, and Content | Effective Lesson Planning |
| Facilitator or Leader | District Literacy Coach |
| Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i> | Classroom Teachers |
| Target Dates or Schedule <i>(e.g., professional development day, once a month)</i> | 2x per year (1 per semester at each grade level) |
| Strategies for Follow-Up and Monitoring | Lesson plans monitored/administrative walkthroughs |
| Person Responsible for Monitoring | Administration |
| Professional Development Identified | |
| Related Goal(s) | Math |
| Topic, Focus, and Content | ST Math Training Data Analysis |
| Facilitator or Leader | ST Math Trainer |
| Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i> | Instructional Staff |
| Target Dates or Schedule <i>(e.g., professional development day, once a month)</i> | Professional Development Day |
| Strategies for Follow-Up and Monitoring | Monthly Data Chats |
| Person Responsible for Monitoring | Team Leaders |

PART IV **COORDINATION AND INTEGRATION**

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

Bay Point Elementary receives no funding outside that which is provided through district resources (i.e... magnet funding, SIP and discretionary). The funds usage is coordinated through discussion with administrative team, SAC and site based SBLT based on data analysis and review of current resources already available.

MEETING STUDENT NEEDS - 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 School Based Leadership Team meets weekly. Agendas are created based on the teams identified hypothesis and data is reviewed to assess the next steps. Decisions are based on the team and what is in the best interest of the students based on identified problems or areas of need . Once areas of need are identified, the SBLT works with school based teams to develop a plan of action, identify those responsible for the tasks and monitoring for intended outcomes. Ms. DePerro also maintains an updated resource map that is utilized by classroom teachers, guidance counselor, and school psychologist for the purposes of developing needed PSWs and classroom based Tier 2 interventions.

PART V BUDGET

Create a budget for each school-funded activity.

[Add Item](#) [Delete Item](#)

| | |
|--|--|
| Budget Item Description | |
| Related Goal(s) | Various |
| Actions/Plans | Provide teachers site based PD through book study- Hanging in- Teaching the students who challenge us the most |
| Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i> | Professional development |
| Description of Resources | Book |
| Funding Source | SIP |
| Amount Needed | \$1,196.80 |
| Budget Item Description | |
| Related Goal(s) | Various |
| Actions/Plans | Teachers will learn about research based brain powered strategies to engage all students. |
| Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i> | Professional development |
| Description of Resources | Guest Speaker/Presenter |
| Funding Source | Administrative Discretionary |
| Amount Needed | \$1,500.00 |

PART VI MID-YEAR REFLECTION

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

[Add Goal](#) [Delete Goal](#)

| Goal Area | |
|---|--|
| Has the goal been achieved? | |
| If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal? | |
| If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced? | |
| If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed? | |
| If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP. | |

8-Step Planning and Problem-Solving Process

