

Sarasota County Schools

Bay Haven School Of Basics Plus



2016-17 School Improvement Plan

Bay Haven School Of Basics Plus

2901 W TAMIAMI CIR, Sarasota, FL 34234

www.sarasotacountyschools.net/bayhaven

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School KG-5	No	49%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Sarasota 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
- 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)

2016-17 DA Category and Statuses

DA Category	Region	RED
Not In DA	Southwest	Jim Browder
Former F	Turnaround Status	
No	None	

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Bay Haven School of Basics Plus provides a highly structured environment through the collaboration of the staff, students, and parents. High expectations are maintained through written contract commitments.

b. Provide the school's vision statement

The Bay Haven School of Basics Plus is based on the premise that all students can grow academically, physically, and emotionally in a highly structured environment.

2. School Environment

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

Bay Haven is very proud of the relationships we establish between teachers, students and parents. It begins with the registration process when all families are given the Home-Language Survey. The survey informs staff which students will require screening to determine possible placement in the ESOL program. It also alerts staff of the need to send home documents in the family's native language. Many events are held throughout the year to provide opportunities for families and school staff to further develop cultural awareness and foster relationships. These events include, but are not limited to, Meet the Teacher, Parent Conferences, ESOL Family Nights, Multi-Cultural Day, Run Club, Bricks 4 Kids, Odyssey of the Mind, Chorus, Dance, Science Fair Nights, Green Team, Magical Math Connections with USF, Ballet Collaboration, Family Reading Night and Family Math Nights. In addition, students are encouraged to share about their cultural heritages, values and traditions through morning meetings, special class projects and sharing days.

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

Bay Haven follows district guidelines for allowing visitors on campus. Students and staff are aware that visitors must be wearing a RAPTOR badge when on campus during school hours. During the instructional day, entrance to the school is only available through the front office. In addition, the Bay Haven Pledge is posted in all classrooms and recited each morning during the news. The pledge is an agreement for all to be respectful, responsible and safe each day and provides us with a common language to be used in all situations.

c. 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

Bay Haven has a school-wide Positive Behavior Support (PBS) plan. It sets clear expectations for all environments on campus. Messages from Project Wisdom are shared each morning via the morning news show. Teachers also have behavior/character education lessons which correlate to the messages which are used to further the understanding of the topic. Positive behavior is encouraged and reinforced through various incentives such as Super Star Charts, Manatee Moments, High 5s, Lunch Bunch and Manatee Moolah.

d. 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 students at Bay Haven receive whole class guidance lessons focusing on the 8 standards from the Florida School Counseling Framework. Topics include, but are not limited to, sharing, bullying, empathy, being a kind friend, team building, self management and career awareness. Students also receive small group or individual counseling on an as needed basis. Students participate in service projects sponsored by the Student Leadership Team. The projects support Families in Need, Mayors Feed the Hungry, United Way and Make a Difference day. Outside organizations, including the Child Protection Team, SPARCC, fire department, and outside agencies who provide counseling services are regular visitors on the campus. Plymouth Harbor, Sara Bay Club and the All Faith's Food Bank provide weekend groceries and daily snacks to students in need.

3. 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).

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

Student behavior and attendance is reviewed monthly at School Wide Support Team (SWST) meetings. Communication with families is on-going. Interventions are planned to support students and families as needed. All interventions are monitored regularly and adjusted as appropriate.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	6	17	6	12	6	0	0	0	0	0	0	0	47
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	2	2	5	1	1	1	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	2	3	9	0	0	0	0	0	0	0	14

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	3	0	1	1	0	0	0	0	0	0	0	5

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

Grade level teams meet weekly to discuss students of concern. Grade level teams also meet with admin once per month to review the grade level progress monitoring spreadsheet. Instructional strategies and interventions are implemented as needed. If further support is needed, teachers refer students to the MTSS team where specific academic and behavioral needs are addressed. Student progress is monitored weekly at PLC meetings and monthly at SWST meetings to review progress and assess intervention success.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Approximately 99% of parents will attend general PTO meetings.

Approximately 94% of families will complete volunteer hours.

2. 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

Parent participation is highly encouraged at Bay Haven. Parents are required to complete 10 hours of volunteer work at the school each year as well as attend 4 PTO meetings as part of the Bay Haven parent contract. The PTO and school staff have an active relationship with the community. Various events are held in collaboration with the community and local businesses. Some of these events include collaboration with the Sarasota Ballet, Magical Math Connections with USF, and the Bay Haven Reign Garden. This year, with the help of SAC and Literacy Committee, we will also be adding a Reading Slumber Party Celebration for our families during the holiday season. The school is also involved in several recycling programs overseen by the Green Team and Red Team. The Red Team is responsible for collecting used tape dispensers and glue containers to be recycled. The Green Team is responsible for helping to make the school campus more "green". The team consists of staff, parents, district personnel and community volunteers. A few projects they are working on include the collection of drink pouches and chip wrapper, paper recycling, old shoe recycling, Reign Garden planning, Courtyard Visioning and FPL solar panel usage. Campus beautification days are held twice annually where staff, parents, students and community volunteers (including students from Ringling College) come together to spruce up the campus. Information nights for parents and students are also held throughout the year. In addition, parents receive frequent emails and phone calls informing them of upcoming events and how they can be involved.

C. 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).

1. School Leadership Team

a. Membership

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

Name	Title
Erickson, Chad	Principal
Cheeseman, Sean	Assistant Principal
Wright, Jan	Teacher, ESE
Wilhelm, Susan	Guidance Counselor
Brown, Bonnie	Teacher, ESE
Gold, Kathy	Instructional Coach
McCurry, Ashley	Psychologist
Valdivia, Fernanda	Teacher, ESE

b. Duties

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

The MTSS Leadership Team consists of Chad Erickson, Principal; Sean Cheeseman, Assistant Principal Intern; Susan Wilhelm, Counselor; Fernanda Valdivia, ESE teacher; Kathy Gold, Speech and Language Teacher; Jan Wright, ESE Liaison; Ashley McCurry, School Psychologist; and the Classroom teacher.

The function and responsibility of each member is as follows:

*School Administration: Provides a common vision for the use of data-based decision making, ensures that the school based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of the intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

*Select General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

*Exceptional Student Education Teachers: Participates in student data collection, integrates core instructional activities, materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

*School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

*Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

*School Counselor: facilitates and supports data collection activities; assists in data analysis; provides information about social/emotional strategies and supports; works with staff to assist in the implementation of the RTI process

2. 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 team meets weekly to engage in the following activities:

- *review universal screening data and link to instructional decisions
- *review progress monitoring data at the classroom and grade level to identify students who are at risk for not meeting benchmarks
- *problem solve, assist in development of interventions, evaluate implementation, and make decisions/recommendations
- *identify professional development and resources

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Chad Erickson	Principal
Tracy Bakich	Teacher
Annette Humphrey	Parent
Megan Perkins	Teacher
Maria Ruiz	Parent
Felice Tannen	Teacher
Catina Wilcox	Parent
Jeff Toale	Business/Community
Aundria Castleberry	Business/Community
Sean Cheeseman	Teacher
Dalila Lumpkin	Parent
Jaime Viera	Parent
Jan Wright	Teacher
Bev Murray	Parent
Laurie Hayes	Teacher
Annette T Humphrey	Parent
Tami Bradley	Education Support Employee
Sarah Mickley	Teacher
Pearl McSwain	Teacher
Andrea Justiniano	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

At the October 7, 2016 SAC meeting, student performance data from the 2015-16 school year will be reviewed.

b. Development of this school improvement plan

The School Advisory Council shall:

- *Review the results of any needs assessments conducted at the school.
- *Assist in the development of the school improvement plan and provide recommendations on specific components of the plan, such as the goals of the school, indicators of school and student progress, strategies, and evaluation procedures to measure student performance. The school advisory council shall be the final decision-making body at the school relating to school improvement.
- *Define adequate progress for each school goal and for the overall school improvement plan when defining adequate progress for school goals; negotiate the definition of adequate progress with the School Board; and notify and request assistance from the School Board when the school fails to make adequate progress on the overall plan.
- *Report progress in meeting the goals of the school improvement plan.
- *Prepare and distribute information to the public to report the status of implementing the school improvement plan, the performance of students and educational programs, and progress in accomplishing the school goals.
- *Make recommendations on the accumulation and reporting of data that is beneficial to parents.
- *Serve as a resource for the principal and advise the principal in matters pertaining to the school program.
- *Provide input on the school's annual budget and the use of school improvement funds to assist in the preparation of the school budget.
- *Act as a liaison between the school and the community.

c. Preparation of the school's annual budget and plan

The annual budget is reviewed and approved by SAC annually.

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

SAC utilized \$2,600 to pay for four tutors for grades 3 thru 5.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Spanellis, Meredith	Teacher, K-12
Nelson, Sarah	Teacher, K-12
Taylor, Robert	Teacher, K-12
Erickson, Chad	Principal
Ellis, Angela	Teacher, K-12
Wedebrock, Mary	Teacher, K-12
Nickelson, Lorieanne	Teacher, K-12
Hanson, Rolf	Teacher, K-12
Cheeseman, Sean	Assistant Principal
Hayes, Laurie	Teacher, K-12
Nasby, Karly	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

School wide events to promote literacy include Book Fair, Sunshine State Readers Awards, Accelerated Reader program with incentives, Literacy night and Build-A-Book night. PALS volunteers work one-on-one with struggling 1st, 2nd and 3rd grade students. Continued professional development and discussions regarding implementation of Florida State Standards and the new reading series will continue to be a priority.

D. 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).

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

Bay Haven's master school schedule is created to allow for collaborative planning among grade level teachers. Grade level teams meet weekly to plan instruction and assessments, review standards and alignment with the district Instructional Focus Guide, and analyze academic and behavioral data.

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

Noted patterns and trends from administration walk throughs are part of PLC, Leadership Team and staff meeting discussions regarding best practices, instructional strategies, classroom management. Frequent discussions occur regarding PRIDE evaluations to increase understanding. A SCIP mentor is assigned to all new teachers to orient them to the county and the school.

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

The SCIP Mentor Program provides district support and mentors for the first year for all beginning teachers. New teachers are paired with veteran staff whom meet with them weekly to complete a portfolio and offer support. Bi-monthly meetings are also held to discuss various school topics such as professional development, RTI, PRIDE evaluation system and school routines.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The district has provided an Instructional Focus Guide which establishes a scope and sequence for instruction, as well as, access to a variety of resources. They have also provided curriculum materials such as Reading Wonders and GoMath Mathematics to support the Florida Standards. Bay Haven teachers review the IFG and curriculum materials at their weekly PLC meetings to ensure that there is alignment between the standards, curriculum and instruction.

b. Instructional Strategies

1. 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

Grade level teams discuss, review and use common assessments. They meet weekly to analyze data, plan intervention and extension activities and review overall student progress. Bay Haven also provides, via contract, an intervention teacher who works with students from each grade level on targeted reading and/or math skills. In addition, Bay Haven utilizes the SWST/CARE process as directed by the district.

2. 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: Extended School Day

Minutes added to school year: 21,840

We offer a variety of both academic and enrichment activities that contribute to a well-rounded education. These activities include but are not limited to: Reading and Math tutoring for grades 1-5, violin, chorus, drama, odyssey of the mind, bricks for kids and dance.

Strategy Rationale

We believe that when students receive extra instruction focused on the core curriculum that we will also see an increase in student achievement. Students are given various opportunities throughout the year to participate in extracurricular activities that focus on the whole child.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Erickson, Chad, chad.erickson@sarasotacountyschools.net

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

Performance based tasks are presented to demonstrate the effectiveness and skill mastery level of students from each enrichment group. iReady results, standardized test scores, and classroom assessment data are utilized to determine the effectiveness of academic activities.

2. Student Transition and Readiness

a. 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).

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

Kindergarten teachers complete a screening of each entering kindergarten student during the summer to determine student readiness, as well as, allow teachers to plan for instruction at appropriate levels. The school offers tours to parents and students which includes a visit to several kindergarten classrooms. A "Meet the Teacher" event is held the Friday before school begins which offers students not only a chance to meet their teacher but also an opportunity to explore their classroom. The Florida Kindergarten Readiness Screener (FLKRS) is administered during the first 30 days of school which provides detailed information in 19 social and academic areas. The iReady Diagnostic is also administered as part of this screener to determine individual student reading needs. The results allow teachers to differentiate their instruction to meet the needs of all students and increase their success in school. An assembly is also held during the first week of school to introduce staff and share school rules, policies and procedures.

Bay Haven staff collaborates with the local middle schools by participating in articulation meetings with the receiving middle school staff to ensure a smooth transition for our exiting 5th graders.

b. College and Career Readiness

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

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

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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** By the year 2017, there will be a decrease in the number of students with attendance below 90% and in the number of students with one or more suspensions.
- G2.** By the year 2017, there will be a minimum of a two percentage point increase for all students groups where 70% or more are demonstrating proficiency in reading.
- G3.** By the year 2017, there will be a minimum of a two percentage point increase for all students groups where 70% or more are demonstrating proficiency in math.
- G4.** By the year 2017, there will be a minimum of a four percentage point increase for all students groups when less than 70% are demonstrating proficiency in science.

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. By the year 2017, there will be a decrease in the number of students with attendance below 90% and in the number of students with one or more suspensions. 1a

G080372

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	5.0
One or More Suspensions	1.0

Targeted Barriers to Achieving the Goal 3

- Limited support staff, parents being on time and enforcing attendance

Resources Available to Support the Goal 2

- Counseling, Positive Behavior Support, Character Education

Plan to Monitor Progress Toward G1. 8

Number of students receiving referrals, number of total referrals, office response system data, and attendance reports

Person Responsible

Chad Erickson

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

referrals and suspensions will decrease, attendance will increase

G2. By the year 2017, there will be a minimum of a two percentage point increase for all students groups where 70% or more are demonstrating proficiency in reading. 1a

G080373

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	72.0

Targeted Barriers to Achieving the Goal 3

- Knowledge/understanding with the depth and complexity of the Florida State Standards, gaps in student achievement

Resources Available to Support the Goal 2

- Reading Wonders professional development, PLC discussions, literacy nights, after school tutoring, intervention block on the master schedule

Plan to Monitor Progress Toward G2. 8

Student Achievement and progress monitoring of all students with all teachers

Person Responsible

Chad Erickson

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

FSA ELA Results

G3. By the year 2017, there will be a minimum of a two percentage point increase for all students groups where 70% or more are demonstrating proficiency in math. 1a

G080374

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	85.0

Targeted Barriers to Achieving the Goal 3

- knowledge/understanding with the depth and complexity of the Florida State Standards, locating additional resources that are meaningful to successfully address the new standards

Resources Available to Support the Goal 2

- Florida Standards professional development, PLC discussions, math nights, after school tutoring, magical math connections with USF, GoMath series

Plan to Monitor Progress Toward G3. 8

Student Achievement and progress monitoring of all students with all teachers

Person Responsible

Chad Erickson

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

FSA Math results

G4. By the year 2017, there will be a minimum of a four percentage point increase for all students groups when less than 70% are demonstrating proficiency in science. 1a

G080375

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	72.0

Targeted Barriers to Achieving the Goal 3

- Time management, ongoing professional development, understanding of science standards

Resources Available to Support the Goal 2

- Science lab is part of weekly schedule for all classes, Science Fair participation with information nights, PLC discussions, Science Fusion

Plan to Monitor Progress Toward G4. 8

data chat review, PLC discussions, feedback from staff, classroom assessment results, benchmark assessments

Person Responsible

Chad Erickson

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

FCAT 2.0 Science Assessment

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. By the year 2017, there will be a decrease in the number of students with attendance below 90% and in the number of students with one or more suspensions. **1**

 G080372

G1.B1 Limited support staff, parents being on time and enforcing attendance **2**

 B212317

G1.B1.S1 Rewards and recognition are presented for positive behavior, expectations will be clearly communicated to all students and parents, staff will utilize MTSS to provide interventions as needed **4**

 S224514

Strategy Rationale

Action Step 1 **5**

Review school wide expectations with students, review PBS expectations with staff, use of school wide recognition program, utilize MTSS to develop interventions as needed

Person Responsible

Chad Erickson

Schedule

Daily, from 8/22/2016 to 6/6/2017

Evidence of Completion

reduction in number of referrals, fewer suspensions, increased student attendance

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

School wide discipline and attendance data will be reviewed and analyzed

Person Responsible

Chad Erickson

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Discipline data, office response system, ESD attendance reports

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

Staff feedback and continuous analysis of data to determine school wide implementation

Person Responsible

Chad Erickson

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Discipline data, office response system, ESD attendance report, contract violation forms

G2. By the year 2017, there will be a minimum of a two percentage point increase for all students groups where 70% or more are demonstrating proficiency in reading. 1

G080373

G2.B1 Knowledge/understanding with the depth and complexity of the Florida State Standards, gaps in student achievement 2

B212319

G2.B1.S1 Ongoing training on the new Florida Standards with support in using the Reading Wonders series will be available. Teachers will differentiate instruction and provide access to higher text complexity selections. Discussions at PLC will focus on IFG alignment, assessments and lesson planning. An after school tutoring program for grades 1-5 will be offered. 4

S224515

Strategy Rationale

Action Step 1 5

1. Review iReady reports, benchmark assessment results and progress monitoring data to ensure teachers are assessing students, using results to modify groups and instruction, and following the created assessment schedule. 2. Lesson plans will be reviewed during class walk-throughs. 3. Monitor implementation of the Florida Standards and new reading series during observations and class walk-throughs.

Person Responsible

Chad Erickson

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

1. iReady data, benchmark assessment results, common class assessment results and progress monitoring data 2. focused observations and class walk-throughs 3. PLC and SWST notes 4. Student achievement data

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

observation of differentiated instruction, interventions and best practices

Person Responsible

Chad Erickson

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

data collection, PLC discussions, PD training

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

Student achievement results and teacher feedback

Person Responsible

Chad Erickson

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

data chat reviews, student achievement results, walk through feedback form

G3. By the year 2017, there will be a minimum of a two percentage point increase for all students groups where 70% or more are demonstrating proficiency in math. 1

G080374

G3.B1 knowledge/understanding with the depth and complexity of the Florida State Standards, locating additional resources that are meaningful to successfully address the new standards 2

B212320

G3.B1.S1 Ongoing training on the new Florida Standards and support in using the GoMath series. Support in using supplemental materials and locating meaningful resources. Discussions at PLC will focus IFG alignment, assessments and lesson planning. An after school tutoring program for grades 1-5 will be offered. Math rounding training with Sue D'Angelo 4

S224516

Strategy Rationale

Action Step 1 5

1. Review iReady data, benchmark assessment results and progress monitoring data to ensure teachers are assessing students, using results to modify groups and instruction, and following the created assessment schedule. 2. Lesson plans will be reviewed during class walk-throughs. 3. Monitor implementation of the Florida Standards and use of GoMath materials during observations and class walk-throughs. 4. Math rounding training with Sue D'Angelo

Person Responsible

Chad Erickson

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

1. iReady data, benchmark assessment results, common class assessment results and progress monitoring spreadsheets 2. focused observations and class walk-throughs 3. PLC and SWST notes 4. Student achievement data

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

observation of differentiated instruction, interventions and best practices

Person Responsible

Chad Erickson

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

data collection, PLC discussions, lesson plans, classroom walk throughs

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

Student achievement results and teacher feedback

Person Responsible

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

data chat reviews, student achievement results

G4. By the year 2017, there will be a minimum of a four percentage point increase for all students groups when less than 70% are demonstrating proficiency in science. 1

G080375

G4.B1 Time management, ongoing professional development, understanding of science standards 2

B212321

G4.B1.S1 Teachers will integrate science across the content areas especially during the ELA block. Creative and flexible scheduling will be used to ensure science focus in classroom daily. 4

S224517

Strategy Rationale

Action Step 1 5

collaboration of classroom teachers with science lab teacher, science nights

Person Responsible

Chad Erickson

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

training documentation, PLC notes, school events

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

classroom walk-through and observation data regarding integration of science across the content areas, PLC discussions, participation in science events, professional development

Person Responsible

Chad Erickson

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Student achievement data, training logs, PLC notes

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

observations, PLC discussions/notes

Person Responsible

Chad Erickson

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Student achievement data, lesson plans

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2016					
G1.MA1 M282931	Number of students receiving referrals, number of total referrals, office response system data, and...	Erickson, Chad	8/22/2016	referrals and suspensions will decrease, attendance will increase	6/6/2017 quarterly
G2.MA1 M282934	Student Achievement and progress monitoring of all students with all teachers	Erickson, Chad	8/22/2016	FSA ELA Results	6/6/2017 monthly
G3.MA1 M282937	Student Achievement and progress monitoring of all students with all teachers	Erickson, Chad	8/22/2016	FSA Math results	6/6/2017 monthly
G4.MA1 M282940	data chat review, PLC discussions, feedback from staff, classroom assessment results, benchmark...	Erickson, Chad	8/22/2016	FCAT 2.0 Science Assessment	6/6/2017 monthly
G1.B1.S1.MA1 M282929	Staff feedback and continuous analysis of data to determine school wide implementation	Erickson, Chad	8/22/2016	Discipline data, office response system, ESD attendance report, contract violation forms	6/6/2017 quarterly
G1.B1.S1.MA1 M282930	School wide discipline and attendance data will be reviewed and analyzed	Erickson, Chad	8/22/2016	Discipline data, office response system, ESD attendance reports	6/6/2017 quarterly
G1.B1.S1.A1 A284063	Review school wide expectations with students, review PBS expectations with staff, use of school...	Erickson, Chad	8/22/2016	reduction in number of referrals, fewer suspensions, increased student attendance	6/6/2017 daily
G2.B1.S1.MA1 M282932	Student achievement results and teacher feedback	Erickson, Chad	8/22/2016	data chat reviews, student achievement results, walk through feedback form	6/6/2017 monthly
G2.B1.S1.MA1 M282933	observation of differentiated instruction, interventions and best practices	Erickson, Chad	8/22/2016	data collection, PLC discussions, PD training	6/6/2017 monthly
G2.B1.S1.A1 A284064	1. Review iReady reports, benchmark assessment results and progress monitoring data to ensure...	Erickson, Chad	8/22/2016	1. iReady data, benchmark assessment results, common class assessment results and progress monitoring data 2. focused observations and class walk-throughs 3. PLC and SWST notes 4. Student achievement data	6/6/2017 monthly
G3.B1.S1.MA1 M282935	Student achievement results and teacher feedback		8/22/2016	data chat reviews, student achievement results	6/6/2017 monthly
G3.B1.S1.MA1 M282936	observation of differentiated instruction, interventions and best practices	Erickson, Chad	8/22/2016	data collection, PLC discussions, lesson plans, classroom walk throughs	6/6/2017 monthly
G3.B1.S1.A1 A284065	1. Review iReady data, benchmark assessment results and progress monitoring data to ensure teachers...	Erickson, Chad	8/22/2016	1. iReady data, benchmark assessment results and progress monitoring spreadsheets 2. focused observations and class walk-throughs 3. PLC and SWST notes 4. Student achievement data	6/6/2017 monthly
G4.B1.S1.MA1 M282938	observations, PLC discussions/notes	Erickson, Chad	8/22/2016	Student achievement data, lesson plans	6/6/2017 monthly
G4.B1.S1.MA1 M282939	classroom walk-through and observation data regarding integration of science across the content...	Erickson, Chad	8/22/2016	Student achievement data, training logs, PLC notes	6/6/2017 monthly
G4.B1.S1.A1 A284066	collaboration of classroom teachers with science lab teacher, science nights	Erickson, Chad	8/22/2016	training documentation, PLC notes, school events	6/6/2017 monthly

V. Professional Development Opportunities

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

G2. By the year 2017, there will be a minimum of a two percentage point increase for all students groups where 70% or more are demonstrating proficiency in reading.

G2.B1 Knowledge/understanding with the depth and complexity of the Florida State Standards, gaps in student achievement

G2.B1.S1 Ongoing training on the new Florida Standards with support in using the Reading Wonders series will be available. Teachers will differentiate instruction and provide access to higher text complexity selections. Discussions at PLC will focus on IFG alignment, assessments and lesson planning. An after school tutoring program for grades 1-5 will be offered.

PD Opportunity 1

1. Review iReady reports, benchmark assessment results and progress monitoring data to ensure teachers are assessing students, using results to modify groups and instruction, and following the created assessment schedule. 2. Lesson plans will be reviewed during class walk-throughs. 3. Monitor implementation of the Florida Standards and new reading series during observations and class walk-throughs.

Facilitator

Administration, district personnel

Participants

classroom teachers

Schedule

Monthly, from 8/22/2016 to 6/6/2017

G3. By the year 2017, there will be a minimum of a two percentage point increase for all students groups where 70% or more are demonstrating proficiency in math.

G3.B1 knowledge/understanding with the depth and complexity of the Florida State Standards, locating additional resources that are meaningful to successfully address the new standards

G3.B1.S1 Ongoing training on the new Florida Standards and support in using the GoMath series. Support in using supplemental materials and locating meaningful resources. Discussions at PLC will focus IFG alignment, assessments and lesson planning. An after school tutoring program for grades 1-5 will be offered. Math rounding training with Sue D'Angelo

PD Opportunity 1

1. Review iReady data, benchmark assessment results and progress monitoring data to ensure teachers are assessing students, using results to modify groups and instruction, and following the created assessment schedule. 2. Lesson plans will be reviewed during class walk-throughs. 3. Monitor implementation of the Florida Standards and use of GoMath materials during observations and class walk-throughs. 4. Math rounding training with Sue D'Angelo

Facilitator

Administration, district personnel

Participants

classroom teachers

Schedule

Monthly, from 8/22/2016 to 6/6/2017

G4. By the year 2017, there will be a minimum of a four percentage point increase for all students groups when less than 70% are demonstrating proficiency in science.

G4.B1 Time management, ongoing professional development, understanding of science standards

G4.B1.S1 Teachers will integrate science across the content areas especially during the ELA block. Creative and flexible scheduling will be used to ensure science focus in classroom daily.

PD Opportunity 1

collaboration of classroom teachers with science lab teacher, science nights

Facilitator

Administration, district personnel

Participants

classroom teachers

Schedule

Monthly, from 8/22/2016 to 6/6/2017

VI. Technical Assistance Items

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

VII. Budget

Budget Data

1	G1.B1.S1.A1	Review school wide expectations with students, review PBS expectations with staff, use of school wide recognition program, utilize MTSS to develop interventions as needed	\$0.00
2	G2.B1.S1.A1	1. Review iReady reports, benchmark assessment results and progress monitoring data to ensure teachers are assessing students, using results to modify groups and instruction, and following the created assessment schedule. 2. Lesson plans will be reviewed during class walk-throughs. 3. Monitor implementation of the Florida Standards and new reading series during observations and class walk-throughs.	\$0.00
3	G3.B1.S1.A1	1. Review iReady data, benchmark assessment results and progress monitoring data to ensure teachers are assessing students, using results to modify groups and instruction, and following the created assessment schedule. 2. Lesson plans will be reviewed during class walk-throughs. 3. Monitor implementation of the Florida Standards and use of GoMath materials during observations and class walk-throughs. 4. Math rounding training with Sue D'Angelo	\$0.00
4	G4.B1.S1.A1	collaboration of classroom teachers with science lab teacher, science nights	\$0.00
Total:			\$0.00