

Bay Elementary School School Improvement Plan 2017 – 2018



~To achieve our vision, we will prepare our students to become independent learners with the desires, the skills, and the abilities necessary for lifelong learning. This will require creating a learning environment which is centered around students, directed by teachers, and supported by home and community~

Table of Contents

School Status	3
School Improvement Leadership Team (SIT)	4
Multi-Tiered Support System	5
Early Warning System Data	8
Literacy Leadership Team	9
STEM Leadership Team	10
Professional Learning Leadership Team (PLLT)	11
School Environment Leadership Team (SELT)	12
Goal #1 ELA	18
Goal #2 Math	25
Goal #3 Professional Learning	32
Goal #4 Parent Involvement	36
Goal #5 Behavior	40
Goal #6 Attendance	43
Final Budget	45

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Bay Elementary	District Name: Walton County
Principal: Meredith Spence	Superintendent: Russell Hughes
School Improvement Chair: Brittney Coleman	Anticipated Date of School Board Approval: September 5, 2017

Student Achievement Data and Reference Materials:

Data supporting the specific goals of this plan are included in the individual goal descriptions.

The following links provide general state, district and school level information considered during goal selection.

School Grades Trend Data – schoolgrades.fldoe.org

Florida Standards Assessment Trend Data – fldoe.org/accountability/assessments

High School Feedback Report – data.fldoe.org/readiness

K-12 Comprehensive Research Based Reading Plan – https://appl.fldoe.org/Reading_Plans/Narrative/NarrativeList

School Attestations

By checking the following boxes, the school affirms that each statement accurately reflects current status.

- x All school administrators hold current and sufficient state certification for their job description and regularly attend training sessions to become more highly qualified.
- x Instructional coaches assigned to the school are properly certified for their duties and regularly attend training sessions to remain current in the latest best practices.
- x The school maintains a process to recruit and retain effective and highly effective teachers. Any personnel teaching out of field or deemed less than effective are placed in an individualized program.
- x The school has an active mentoring program to support new or struggling teachers that pairs them with more seasoned, effective instructors to carry out activities individualized to the needs of the mentee.

School Improvement Leadership Team

Meredith Spence, Principal	Pam Warren, MTSS/School Counselor
Brittney Coleman, SIT Chair	Lindsey Harp, Parent Representative
Rebecca King, School Environment Leadership Chair	Lauren Justiss, Parent Representative
Heather O'Toole, Literacy Leadership Team Chair/PLF	Beth Roberts, Parent Representative
Susanne Martin, STEM Leadership Team Chair	Drew Farris, Plant Manager
Melissa Lessig, Prof. Learning Leadership Team Chair	
Karley Conoway, District Advisory Council Representative	
Mary Bess Wilson, District Advisory Council Representative	

Describe how the SILT functions (e.g., meeting processes in roles/functions)

The SILT Leadership Team will provide a common vision of support in the development of and the implementation of the School Improvement Process

- **Building Leadership** – The SILT consists of leaders from each focus area of the school including the Literacy Leadership Team, the STEM Leadership Team, the Professional Learning Leadership Team and the School Environment Leadership Team. The SILT will maintain focus on high quality collaboration and leadership within all aspects of the school for instructional and non-instructional personnel.
- **Professional Development** - The SILT will support high quality professional development to all staff who instruct students and serve in leadership roles throughout the school.
- **Use Data to Drive Instruction and Meet School Needs** – The SILT will monitor all data sources to determine school needs, interventions, and support.
- **Communicate Effectively** – The SILT will meet monthly, support the LLT, SLT, PLT, and SELT, review student data each grading term, and provide monthly reports.

What will be the major initiatives of the SILT this year?

- Increase proficiency and Student Growth Percentile for all students in reading and math
- Support the full implementation of the Florida Academic Standards in grades K-4
- Successfully implement and support schoolwide interdisciplinary study of the country of Australia to increase enrichment learning opportunities and relevance
- Improve collaborative learning communities among all staff members linking instructional practice and student performance
- Build leadership capacity in all levels of the school to support common goals, instructional practices and student performance

Multi-Tiered System of Supports (MTSS)

The MTSS process is the organizational foundation for all school improvement initiatives and intervention services. Identifying the need for Tier I, Tier II and Tier III interventions and developing strategies to accomplish them is central to our instructional planning. As such, the school has organized its MTSS program in the following way:

School-Based MTSS Team

Identify the school-based MTSS leadership team by name and instructional assignment.

Meredith Spence, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of intervention skills of school staff, ensures implementation of intervention support and documentation, and ensures adequate professional development to support MTSS/RTI implementation.

Pam Warren, School Counselor: Participates in collection and analysis of data. Facilitates development of intervention plans. Identifies and analyzes existing literature on scientifically based behavior assessments and intervention approaches. Provides professional development and assistance for problem-solving activities for behavior intervention. Communicates with parents regarding school-based MTSS plans and activities. Works with community agencies and families to support the child's academic, emotional, behavioral and social success.

Ramsey Lawrence, ESE Teacher: 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. Assists in the design and implementation for progress monitoring, data collection and data analysis for reading. Participates in the design and delivery of professional development in reading instruction.

Mary Graber, Reading Teacher: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers. Develops, supports and assists in the design and implementation of interventions, progress monitoring, data collection and data analysis for reading. Participates in the design and delivery of professional development in reading instruction.

District School Psychologist: Participates in collection, interpretation, and analysis of data. 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.

District Reading Coach: Supports the school's reading program. Assists with the reading program for all grade levels which provides early intervention services for children to be considered "at-risk". Provides support for the implementation of district-wide assessments and analyzes the data to identify intervention approaches.

Rotating Staff of General Education Teachers: Provides information about Tier I and Tier II core instruction and also participates in student data collection.

Describe how the school-based MTSS leadership team functions (e.g., meeting process and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

Data Driven Team: The MTSS Team monitors student progress using class-wide monitoring data reports. A list is compiled showing student specific academic deficiencies. The MTSS Team will review the universal screening data and classroom performance will be linked to instructional decisions. Targeted students are grouped according to their specific deficit skills. All plans are documented for the intervention; the person responsible, the time, the resource, and the documentation procedures are included. Teachers responsible for interventions receive a copy of decisions made during these meetings.

Intervention Plan: All interventions will be ongoing and recorded weekly on the "Intervention Documentation Worksheet". The data

reported will be used to determine the effectiveness of the interventions and adjustments will be made as needed. Grade level data days are scheduled when new data is accumulated (quarterly).

Collaboration and Problem Solving: Teachers will meet with the MTSS Team to discuss students who do not show improvement as a result of the implementation of interventions with fidelity. Before the meeting is scheduled, teachers will document and summarize at least one parent conference concerning the student's progress in deficit area. They will complete the "Student Summary of Concerns" form and turn it into the guidance office. The counselor will then schedule the meeting. The teacher will bring the following information to the scheduled meeting: conference documentation (date and summary), class schedule, grades and work samples, documentation worksheet (follow-up meeting), and the student's level of performance in comparison to their peers. The team will then make a determination as to why the student is not meeting benchmarks and whether the area of concern is caused by a skill deficit or performance deficit.

Ongoing Support for All: The MTSS Team will meet bi-monthly to engage in the following activities: Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. The MTSS Team will also oversee and encourage grade level collaboration, problem solving, and sharing effective practices at grade level meetings. District support will be provided monthly to the MTSS Team during regular scheduled meetings. They will actively participate, collaborate, and support the roles/functions of the MTSS Team and staff at Bay Elementary School.

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe the problem-solving process used in developing and implementing the SIP.

Bay Elementary School based MTSS Team has combined with the School Improvement Team. The administration has identified teacher leaders within the SIT who will work as one group throughout the 2017-18 school year. The MTSS and SIT Teams worked collaboratively to develop the School Improvement Plan. All staff and teachers of the MTSS and SIT Teams sat on a School Improvement Committee to analyze data, review trends, and develop new goals for the school. These committees addressed specific academic areas of improvement, developed strategies for improvement, and identified and evaluated intervention strategies for their subject area.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Tier I Data: District approved assessment (STAR Enterprise)

Tier II Data: progress monitoring (DFAs, STAR Enterprise, Red Words, Running Records, and fluency passages)

Tier III Data: same as Tier I and Tier II, mini assessments based on area of need, Specific Literacy Intervention

Behavior: FOCUS where data is entered regularly enabling reports on academic performance, attendance, excessive tardiness, office discipline referrals, ISS, and OSS.

Describe the plan to train new staff on MTSS.

A variety of methods will be used to train staff on the RTI/MTSS Process. The District will continue to provide support for the school that includes instructional coaches. These instructional coaches will train PLC teams in the following processes that support instruction and intervention: problem-solving, developing progress monitoring plans, data collection and data analysis. Staff training will be ongoing and occur at scheduled team meetings, data days, and faculty meetings throughout the school year. Data sources will include: Star Enterprise, DFAs, subject area grades, progress monitoring long form, District Writes, office referrals, and attendance records.

Describe how the school organizes school resources in support of MTSS.

MTSS Team is supported in multiple ways. The master schedule is designed to provide common planning time for teams to plan and discuss core instruction, progress monitoring plans, data collection, and analysis. Time is also allotted for professional learning opportunities. All data sources are utilized to determine the types of professional learning and targeted supports that staff will need to effectively implement MTSS. In addition, district MTSS personnel will be available to Bay Elementary to assist in analyzing and interpreting student data. MTSS at Bay Elementary meets bi-monthly as a team to review and discuss students of concern, as well as students who are now making learning and/or behavioral gains.

Early Warning Systems		
Early Warning Indicators: (Schools may add to the list, but may not remove items from the list)	<ul style="list-style-type: none"> • Attendance below 90% • One or more suspensions, in school or out of school • Course failure in ELA or Math • Level 1 on statewide, standardized assessments in ELA or Math 	
Total number of students identified in the system as exhibiting two or more early warning indicators:	4	
Kindergarten	10	• Attendance below 90%
	0	• One or more suspensions, in school or out of school
	3	• Course failure in ELA or math;
	0	• Level 1 on statewide, standardized assessments in ELA or Math
Grade 1	9	• Attendance below 90%
	1	• One or more suspensions, in school or out of school
	6	• Course failure in ELA or math;
	0	• Level 1 on statewide, standardized assessments in ELA or Math
Grade 2	4	• Attendance below 90%
	0	• One or more suspensions, in school or out of school
	3	• Course failure in ELA or math;
	0	• Level 1 on statewide, standardized assessments in ELA or Math
Grade 3	8	• Attendance below 90%
	4	• One or more suspensions, in school or out of school
	2	• Course failure in ELA or math;
	0	• Level 1 on statewide, standardized assessments in ELA or Math
Grade 4	6	• Attendance below 90%
	0	• One or more suspensions, in school or out of school
	1	• Course failure in ELA or math;
	7	• Level 1 on statewide, standardized assessments in ELA or Math

Literacy Leadership Team (LLT)

At the center of efforts to improve student performance levels is the need to maximize their degree of literacy (in all of its forms). To plan for and monitor literacy instruction, the school maintains a Literacy Leadership Team that is organized as follows:

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT) by name and instructional assignment.

Heather O'Toole, Chair	Lisa Yandell (2 nd)
Allison Shehan (K), Co-Chair	Tracy Howell (2 nd)
Mary Graber, Reading Teacher	Ben Lawson (3 rd)
Julie Mason (ESP)	Skye Goldstein (4 th)
Ann Quinn (K)	Lauren Justiss (Parent)
Julie Perk (1 st)	Kelsey Adams (2 nd)
Tonya Tidwell (2 nd)	Sydney Martin, Reading Teacher

Describe how the school-based LLT functions (e.g., meeting processes in roles/functions).

The Literacy Leadership Team will provide a common vision of support for the implementation of Language Arts Florida Standards (LAFS):

- Building Leadership for Literacy - The LLT will maintain focus on high quality instruction throughout the school.
- Provide Professional Development - The LLT will provide high quality professional development to all staff who instruct students in reading. The team will ensure professional development and resources are available to support literacy school-wide.
- Monitoring Practices - The LTT will insure that rigorous core reading instruction is occurring daily. They will request for scheduling that supports team meetings as well as the implementation of targeted, research based interventions. They will attend regular monthly meetings to support the classroom reading teachers and their students.
- Use Data to Drive Instruction - The LLT will monitor the assessments of all students, discuss progress monitoring, individual targeted and intensive interventions, review chart data, and analyze research-based intervention data.
- Communicate Effectively - The LLT will communicate monthly with teachers regarding literacy.

What will be the major initiatives of the LLT this year?

- Increase the number of students performing at or above grade level in reading, monitor students making learning gains in reading, and provide targeted interventions and support strategies
- Support the full implementation of the Language Arts Florida Standards (LAFS) in grades K-4
- Successfully implement and align current resources/curriculum (LAFS) expectations in all core curriculums to include, social studies, science, and technology
- Reinforce school initiatives to include: holding students more accountable for their reading and learning; infuse writing into the daily instructional routine; curriculum compacting; literature circles; student led conferences/contracts with goal setting; and instructional strategies (Essential Questioning, Learning Targets, Rubrics, Collaborative Grouping) for effective independent learning tasks
- Improve collaborative learning communities among all staff members linking instructional practice and student performance

STEM Leadership Team (SLT)

At the center of efforts to improve student performance levels is the need to maximize their degree of knowledge in Science, Technology, Engineering, and Math (in all of its forms). To plan for and monitor STEM instruction, the school maintains a STEM Leadership Team that is organized in the following way.

School-Based STEM Leadership Team

Identify the school-based STEM Leadership Team (SLT) by name and instructional assignment.

Susanne Martin (4th), Chair
Rose Anderson (1st), Co-Chair
Bebe Roberts (K)
Jodi Palmer (2nd)
Chelsea Hawkins (2nd)
Merritt Sasser (3rd)
Nancy Rentz (3rd)

Cathy Hackney (4th)
Corrie Sober (Music)
Steve Williams (ESP)
Beth Roberts (Parent)

Describe how the school-based SLT functions (e.g., meeting processes in roles/functions).

The STEM Leadership Team will provide a common vision of support for the implementation of Math, Science, Engineering and Technology Florida Standards:

- Building Leadership for STEM - The SLT will maintain focus on high quality instruction and instructional resources throughout the school.
- Provide Professional Development - The SLT will provide high quality professional development to all staff who instruct students in STEM content areas.
- Use Data to Drive Instruction - The SLT will monitor math, science, and technology data to determine school needs, interventions, and support.
- Communicate Effectively - The SLT will meet monthly, review student data each grading term, and provide monthly reports to the School Improvement Team.

What will be the major initiatives of the SLT this year?

- Increase the number of students performing at or above grade level in math and science, monitor students making learning gains in math and provide targeted interventions and support strategies
- Support the full implementation of the Math and Science Florida Standards (MAFS) in grades K-4
- Successfully implement and support cross curriculum to include math, science, and technology
- Improve collaborative learning communities among all staff members linking instructional practice and student performance

Professional Learning Leadership Team (PLT)

At the center of efforts to improve student performance levels is the need to support professional learning and teaching quality. To plan for and monitor professional learning and teaching quality, the school maintains a Professional Learning Leadership Team that is organized in the following way.

School-Based Professional Learning Leadership Team

Identify the school-based Professional Learning Leadership Team (PLT) by name and instructional assignment.

Melissa Lessig (1st), Chair
Liz Tucci (1st) Co-Chair
Debbie Blount (K) Co-Chair
Ana Tomblin (4th) Digital Lead Teacher
Mary McGuigan (K)
Cindy Abney (ESP)

Describe how the school-based PLT functions (e.g., meeting processes in roles/functions).

The PLT will provide a common vision of support for the implementation of professional learning and teaching quality:

- Building Leadership for Professional Learning - The PLT will maintain focus on high quality instruction and instructional resources throughout the school.
- Provide Professional Development - The PLT will provide high quality professional development to all staff who instruct students.
- Mentorship - The PLT will develop, support, and implement a mentorship program for new teachers at Bay Elementary.
- Use Data to Drive Instruction - The PLT will monitor data to determine school needs, interventions, and support.
- Communicate Effectively - The PLT will meet monthly, review student data each grading term, and provide monthly reports to the School Improvement Team.

What will be the major initiatives of the PLT this year?

- Increase the number of students performing at or above grade level in reading and math, increase the number of students making learning gains in reading and math, and provide targeted interventions and support strategies
- Support the full implementation of the Florida Academic Standards in grades K-4
- Support Professional Development for all staff who instruct students
- Improve collaborative learning communities among all staff members linking instructional practice and student performance

School Environment Leadership Team (SELT)

At the center of efforts to improve student performance levels is the need to establish a healthy, collaborative, and supportive school environment that ensures a safe learning environment for all (in all of its forms). To plan for and monitor the School environment including behavior, attendance, parent involvement, and safety, the School Environment Leadership Team that is organized in the following way.

School-Based SELT Leadership Team

Identify the school-based School Environment Leadership Team (SELT) by name and instructional assignment.

Becky King (PE), Chair	Karley Conoway (2 nd)
Pam Warren (Guidance), Co-Chair	Suzanne Livingston (ESP)
Liza Snyder (Art)	Cindy Stewart (ESP)
Ramsey Lawrence (ESE)	Mary Brown (ESP)
Kellie Biegler (ESP)	Saronda Lewis (Bus Driver)
Alexandra Hatfield (ELL)	Corrie Sober (Music)
School Resource Officer	Lindsey Harp, Parent

Describe how the school-based SELT functions (e.g., meeting processes in roles/functions).

The SELT will provide a common vision to support a safe and nurturing learning environment for all students.

- Building Leadership – The SELT will maintain focus on schoolwide safety and security.
- Provide Professional Development - The SELT will provide high quality professional development to all staff regarding safety and security procedures.
- Building a Community – The SELT will support and maintain a healthy, collaborative school environment for all stakeholders including staff, students, parents, and the community.
- Communicate Effectively – The SELT will meet monthly, review school data, and provide monthly reports to the SIT.

What will be the major initiatives of the SELT this year?

- Support safety and security procedures for the school
- Increase volunteer hours
- Increase involvement and collaboration of all stakeholders in the development and implementation of the SIP
- Monitor student attendance to increase instructional time
- Improve collaborative learning communities among all stakeholders linking instructional practice and student performance
- Positive office referral in order to recognize model behavior
- Implement full ALICE drill in Fall of 2017 and Spring of 2018 with off campus meeting destination and plans.
- Support character education – NED Program (**Never Give Up! Encourage Others! Do Your Best!**)

Transition Plan for Students

The following plan describes how the school identifies areas of need and supports students in transition:

Bay Elementary has several programs to assist **preschool children** in transition from early childhood programs to elementary programs. Every spring, there are scheduled kindergarten tours of our school which allows parents and children to register, visit kindergarten classrooms, and receive information about things that parents can do to prepare their children for kindergarten. Each July before the upcoming school year, Bay Elementary sends a Kindergarten Readiness Checklist to the parents of registered Kindergarten students. This checklist consists of developmental skills that each child will need to begin Kindergarten. During the August orientation, parents meet the school staff and teachers, tour the school, and receive supply lists and other helpful information that enables parents and students to make a smooth transition to kindergarten.

Bay Elementary teachers understand the important role they play in helping our youngest students set a strong foundation for learning. Within the first 30 days of school, teachers will administer the FLKRS assessment to observe and assess each student. This assessment includes Work Sampling System (WSS) with the appropriate domains that include language and literacy, mathematics, social and personal skills, physical development and fitness, and the creative arts. FLKRS and WSS provide our teachers with a clear picture of how each student is progressing toward national and state standards, as well as identifying their individual strengths, needs, and interests. This ongoing assessment, along with reflective practice and planned observations made by all of the kindergarten teachers (classroom, physical education, music, and art) provide each student with the academic, developmental, and physical needs that will be necessary for a successful first year in school.

Bay Elementary supports **students transitioning from other schools or homeschool** to the elementary programs with friendship groups provided through the school counselor and peer partners within the classroom. STAR Assessments assist teachers in identifying academic needs and in developing the best instructional plan for the student. Students with Individual Education Plans, 504's or English Language Learners are provided support through ESE, the ESOL program, or the school counselor to ensure accommodations are in place and to ensure the appropriate academic setting.

Support is provided for students **transitioning from Bay Elementary to middle school** by providing records and a meeting with the middle school administrative staff. Students with Individual Education Plans and 504's are provided a transition meeting with a district staffing specialist to ensure accommodations and a seamless transition.

PAEC Utilization

The school participates in services and activities provided by the panhandle Area Educational Consortium, our regional service agency (F.S. 1001.451 F.S.). Our school selects services and activities based on goals, objectives and strategies set forth in the School Improvement Plan that allow us to maximize resources, enhance support services and expand communication with other schools.

District Strategies in Support of School Goals

- District staff, school staff and educational consultants will be utilized to determine effective strategies for improving performance within the African-American, Hispanic and Students with Disabilities subgroups.
- The District will continue to employ outside consultants to assist in curriculum alignment strategies (as funding allows).
- The District will recruit and retain employees who are highly qualified.
- The District will assist schools in determining appropriate and effective interventions to assist students in meeting academic and behavioral goals, including professional learning and the implementation of the MTSS Model.
- The District will use its resources and personnel to develop a continuum of learning which enables all students to make annual learning gains.
- The District will continue to develop more uniform and timely data collection strategies to assist schools in making data-based instructional decisions.
- The District will continue to offer and expand quality professional learning to provide appropriate strategies and activities to support common curricular initiatives.
- The District will continue to assist schools in the establishment of effective credit recovery systems.
- The District will utilize a curriculum review team to monitor fidelity of instruction to focus upon rigor and relevance.
- The District will support school efforts to identify and meet parent and community expectations and work to develop a unified district approach.
- The District will develop an accountability procedure to ensure fidelity to the Student Progression Plan.
- The District will work to expand the teacher orientation and mentoring programs.

PART II: EXPECTED IMPROVEMENTS

Selecting appropriate goals, objectives and strategies for Tier I, Tier II and Tier III interventions is a complex process requiring a school to examine performance data from all demographic populations on many different assessments in a variety of areas. Walton County schools are required to verify that, as a part of school goal identification, they have examined data from each of these sources before they select the topics most in need of instructional and organizational focus. **Schools are required to create improvement goals targeting at least two academic areas (one of which must be reading/ELA).** Other goals are to be added as required to align school actions with the District Strategic Plan and to meet other needs identified by the school.

Assessment and Data Sources to be Considered

By checking the following boxes, the school affirms that, at a minimum, the following assessments, achievement levels and other data sources were used to identify areas in need of intervention.

- x STAR Reading and Math: Students scoring at Achievement Level 3 or above
- x STAR Reading and Math: Students scoring at or above Achievement Level 4
- x STAR Reading and Math: Percent of students making learning gains
- x STAR Reading and Math: Percent of students in lowest 25% making learning gains
- x STAR Reading and Math: School record of meeting Annual Measurable Objective (AMO) targets
- x FSA Reading and Math: Students scoring at Achievement Level 3 or above
- x FSA Reading and Math: Students scoring at or above Achievement Level 4
- x FSA Reading and Math: Percent of students making learning gains
- x FSA Reading and Math: Percent of students in lowest 25% making learning gains
- x FSA Reading and Math: School record of meeting Annual Measurable Objective (AMO) targets
- Florida Alternative Assessment Reading and Math: Students scoring at Levels 4, 5 and 6
- Florida Alternative Assessment Reading and Math: Students scoring at or above Level 7
- Florida Alternative Assessment Reading and Math: Percent of students making learning gains
- x Comprehensive English Language Learning Assessment (CELLA): Students scoring proficient in listening/speaking
- x Comprehensive English Language Learning Assessment (CELLA): Students scoring proficient in reading
- x Comprehensive English Language Learning Assessment (CELLA): Students scoring proficient in writing
- Algebra 1 End of Course Assessment: Students scoring at Achievement Level 3 or above
- Algebra 1 End of Course Assessment: Students scoring at or above Achievement Level 4
- Geometry End of Course Assessment: Students scoring at Achievement Level 3 or above
- Geometry End of Course Assessment: Students scoring at or above Achievement Level 4
- FCAT 2.0 Science: Students scoring at Achievement Level 3 or above (elementary and middle schools)
- FCAT 2.0 Science: Students scoring at or above Achievement Level 4 (elementary and middle schools)
- Florida Alternative Assessment Science: Students scoring at Levels 4, 5 and 6

- Florida Alternative Assessment Science: Students scoring at or above Level 7
- Biology 1 End of Course Assessment: Students scoring at Achievement Level 3 or above
- Biology 1 End of Course Assessment: Students scoring at or above Achievement Level 4
- x FSA Writing: Percent of students meeting writing performance targets
- Florida Alternative Assessment Writing: Percent of students scoring at or above Level 4
- Civics End of Course Assessment: Students scoring at Achievement Level 3 or above (middle schools)
- Civics End of Course Assessment: Students scoring at or above Achievement Level 4 (middle schools)
- U.S. History End of Course Assessment: Students scoring at Achievement Level 3 or above
- U.S. History End of Course Assessment: Students scoring at or above Achievement Level 4
- ReadStep
- PSAT
- SAT and/or ACT
- AP/Dual Enrollment Participation and Course Selection
- x Attendance: Overall school attendance rate
- x Attendance: Students with excessive absences (10 or more)
- x Attendance: Students with excessive tardies (10 or more)
- x Suspension: School in-school suspension rate
- x Suspension: School out-of-school suspension rate
- Graduation and/or dropout rate
- x Parent involvement statistics
- x PARCC or other progress monitoring formative and summative assessment results
- x Climate survey results from parent, teacher and student respondents
- x School Professional Learning Needs Surveys
- x Teacher Professional Learning Plan areas of need identified by the principal
- x Teacher certification and endorsement needs
- x School safety reviews
- x Other federal, state or district level requirements

Review of Possible Areas Needing Intervention

By checking the following boxes, the school affirms that, at a minimum, data related to student or school performance in the following areas was examined for possible inclusion as a school improvement goal.

- x Reading
- x Writing
- x Mathematics
- x Science
- Civics (middle school only)
- U.S, History (high school only)
- x Attendance
- x Suspensions
- Dropout Prevention
- x Parent Involvement
- x Science, Technology, Engineering and Math (STEM)
Career and Technical Education (CTE)
- Advanced Placement and Dual Enrollment

Review of Subgroup Performance

By checking the following boxes, the school affirms that data related to student or school performance within each of the following subgroups was examined to determine if they met the required Annual Measurable Objective (AMO) for improvement and needed to be included in a school improvement goal, specifically in the areas of reading and mathematics.

- x White
- x Black
- x Hispanic
- x Asian
- x American Indian
- x English Language Learners
- x Students With Disabilities
- x Economically Disadvantaged

Goal #1**Goal Topic: English/Language Arts**

Needs Assessment: According to the school data from 2016-17 STAR Reading Screening Report, we have found the need to address students in need of intervention, specifically within our English Language Learner subgroup.

CURRENT VALUE OF STATISTIC: According to the STAR Reading Screening Report, 11% of students at Bay Elementary School were identified as being in need of intervention or urgent intervention in May 2017. Of the students identified in need of interventions or urgent interventions, 42% are identified as English Language Learners (ELL).

TARGET VALUE OF STATISTIC: By May 2018, the STAR Reading Screening Report will show a decrease in the percent of students in need of interventions or urgent interventions to below 10% of the student population. Of the students identified in need of interventions or urgent interventions, the percent will decrease to below 38%.

**STAR Enterprise Assessment – Reading
SPRING 2017**

Grade	Need of Intervention	% ELL in Need of Intervention
K	14%	45%
1 st	17%	37%
2 nd	12%	33%
3 rd	6%	80%
4 th	7%	29%
Total	11%	42%

Objective #1: *In grades K-4 students in need of interventions or urgent interventions will decrease to below 10%.*

Strategies Designed to Meet Objective

Strategy (Tier I)	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
<p>1. Language Arts Florida Standards (LAFS) will be effectively implemented in grades K-4. (Whole School)</p>	<p>1. All classroom teachers, school administration, and LLT</p>	<p>1. Ongoing throughout the school year (8/10/17-5/24/18)</p>	<p>1. Classroom observations by the administration which include, walkthroughs, documented lesson plans, PLPs, and Walton County's Teacher Appraisal System.</p>
<p>2. All students will receive a daily uninterrupted, differentiated 120 minute ELA block. This ELA block will include: Ready Gen lessons, small group and extension activities (quality and tailored), read-alouds, approved text exemplars, literature circles, and daily writing in response to reading. (Whole School)</p>	<p>2. All classroom teachers, school administration, and LLT</p>	<p>2. Ongoing throughout the school year (8/10/17-5/24/18)</p>	<p>2. Classroom observations by the administration including walkthroughs, documented lesson plans, Walton County's Teacher Appraisal System, and collaboration logs/agendas.</p>
<p>3. Social studies curriculum will be imbedded within the 120 minute ELA block to improve student proficiency with informational text. (Whole School)</p>	<p>3. All classroom teachers, school administration, and the LLT</p>	<p>3. Ongoing throughout the school year (8/10/17-5/24/18)</p>	<p>3. Classroom observations by the administration including walkthroughs, documented lesson plans, Walton County's Teacher Appraisal System, and collaboration logs/agendas.</p>
<p>4. Students in grades 1st - 4th will participate and set goals in a Grade Level Book Challenge.</p>	<p>4. All classroom teachers, school administration, and LLT</p>	<p>4. Ongoing throughout the school year (8/10/17-5/24/18)</p>	<p>4. Classroom observations by the administration including walkthroughs, documented lesson plans, student goals, and quarterly checks by grade level chairs.</p>

5. All K-4 students will set individual goals in the Accelerated Reader Program (AR) throughout the school year. (Whole School- Individual Students)	5. All classroom teachers, Media Specialist and LLT	5. Ongoing throughout the school year (8/10/17-5/24/18)	5. STAR Enterprise, data chats, student goals, and quarterly checks by grade level and media specialist
6. Student goals, curriculum pre-tests, and independent study activities will be provided to all students.	6. All classroom teachers, LLT, and school administration	6. Ongoing throughout the school year (8/10/17-5/24/18)	6. Progress monitoring documentation, lesson plans, data chats, weekly formative/summative assessments, collaboration logs/agendas
8. LLT will partner and plan with parent organization a Family Reading Night for students K-4	8. LLT and Classroom teachers	8. By 5/24/18	8. Student participation, parent survey, teacher feedback
9. Teachers in grades K-4 will implement a minimum of one lesson per term that is cross-curriculum and supports the school-wide interdisciplinary study of Australia.	9. All classroom teachers, school administration	9. Ongoing throughout the school year (8/10/17-5/24/18)	9. Artifacts, classroom observations, and documented lesson plans
10. Teachers in grades 1 st – 4 th will implement 50/50 fiction and non-fiction reading within their weekly lessons.	10. All classroom teachers, school administration	10. Ongoing throughout the school year (8/10/17 – 5/24/18)	10. Artifacts, classroom observations, AR reports, media specialist, and documented lesson plans
11. Webb’s Depth of Knowledge questions will be integrated into all curriculum to increase critical thinking.	11. All classroom teachers, school administration	11. Ongoing throughout the school year (8/10/17-5/24/18)	11. Classroom observations, lesson plans, and artifacts

Objective #2: *In grades K-4 students identified as English Language Learners in need of interventions or urgent interventions will decrease to below 38%.*

Strategies Designed to Meet Objective

Strategy (Tier II and/or III)	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
<p>1. Students identified in need of interventions or urgent interventions on the STAR Reading Screening Report will receive an additional 30 minutes of small group differentiated instruction that will focus on the skills needed for academic success. (Small Group, Individual Student Target)</p>	<p>1. All classroom teachers, school administration</p>	<p>1. Ongoing throughout the school year (8/10/17-5/24/18)</p>	<p>1. STAR Enterprise, progress monitoring documentation, documented lesson plans, data chats, administrative walkthroughs</p>
<p>3. Progress monitoring will be ongoing with MTSS Team analyzing data for progress/acceleration to determine if identified reading/writing academic gap is decreasing. (Whole School)</p>	<p>3. All classroom teachers, School administration, MTSS Team, support from district personnel (Literacy Coaches)</p>	<p>3. Bi-Weekly (Classroom Teachers, Administration, and MTSS Team)</p>	<p>3. STAR Enterprise, Progress monitoring documentation, weekly formative/summative assessments</p>
<p>4. Students will be provided <u>systematic and explicit</u> instruction based on student need –at instructional level. Interventions include reading /writing strategies such as Tyner, Rigby Readers, Phonics First, ReadyGen, Compass Learning, FCRR activities, Readers’ Theater, and writing/literacy games. (Small Group, Individual</p>	<p>4. All classroom teachers, school administration, Resource teacher and Literacy Coach support</p>	<p>4. Ongoing throughout the school year (8/10/17-5/25/18)</p>	<p>4. Weekly formative/summative assessments, progress monitoring documentation, collaboration logs/agendas</p>

Student Target)			
5. Intensive Intervention groups will consist of six (6) or less students per group. (Small Group, Individual Student Target)	5. All classroom teachers, school administration, Resource teacher and Literacy Coach support	5. Ongoing throughout school year (8/10/17-5/24/18)	5. Collaboration logs/agendas, Progress monitoring documentation
6. Students will have the opportunity to move between Tiers based on performance data. (Whole School, Small Group, Individual Student Target)	6. All classroom teachers, School administration, MTSS Team	6. Ongoing throughout the school year (8/10/17-5/24/18)	6. STAR Enterprise, progress monitoring documentation, Weekly formative/summative assessments, and collaboration logs/agendas
7. English Language Learners will receive support daily in small group setting in addition to small reading groups.	7. Classroom teachers and ELL Instructional Aide	7. Ongoing throughout the school year (8/10/17-5/24/18)	7. Data documentation forms, STAR Reading, weekly formative/summative assessments, collaboration logs with ELL Instructional Aide
8. Tier 3 Intervention Planning forms will be provided to the classroom teacher and parents to create a seamless support system of interventions for the classroom and home.	8. Reading interventionist, classroom teacher, and MTSS	8. Ongoing throughout the school year (8/10/17-5/24/18)	8. MTSS documentation, data documentation, and collaboration logs

Professional Learning for Goal #1 - ELA

Professional Learning (PL) aligned with Selected Objectives and Strategies						
PL Content/Topic and/or PLC Focus	Grade Level/ Subject	PL Facilitator and/or PLC Leader	PL Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teacher Training on Reading Web-based programs & ReadyGen	K-4	Technology/PLF /Digital Lead	All Staff	Professional Learning Days, Monthly Grade Level Meetings and Staff Meetings	Student Artifacts/binders	PLF, Administration
Teacher Training/Collaboration	K-4	Classroom Teachers, Support Coaches and Staff	All Staff	Monthly Grade Level Meetings, Data Days and Staff Meetings	Progress monitoring documentation, Data charts, Collaboration logs/agendas	PLF, Administration, Grade Level Chairs
Peer Training	All Grades	2 Teachers who attend Reading Conference	School Wide and Grade Level	Monthly Grade level Meetings, School-wide Professional Development	Progress monitoring documentation, Data Charts, Collaboration Logs/agendas	Administration, Grade Level Chairs, SIT Chair, Reading Chair

BUDGET FOR GOAL # 1 - ELA

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Imagine Learning	Technology Program for ELL	SIP Funds	500.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
FLDOE Reading Conference (Two teachers from Literacy Leadership Team to attend)	To gain latest reading strategies and train staff with new knowledge gained. Teachers will use the teacher train teacher model.	Parent Organization is matching \$750 for PD in Reading/ELA for Co-Chair to attend + \$750 SIP Funds	750.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Family Reading Night	Supplies, Materials and Resources	SIT Funds	\$300.00
			Subtotal:
			Total: \$1,550.00

Goal #2**Goal Topic: STEM**

Needs Assessment: According to the May 2017 STAR Math Screening Report, 89% of students in Grades 1-4 at Bay Elementary School score at or above Benchmark. Of these, 65% are identified as students with disabilities.

TARGET VALUE OF STATISTIC: By May 2018, the percent of students in Grades 1-4 at Bay Elementary School scoring at or above Benchmark on the STAR Math Screening Report will increase to 92% or above. Students with disabilities in Grades 1-4, will show an increase to 68% or above scoring at or above Benchmark.

**STAR Enterprise Assessment – Math
SPRING 2017**

	% at or above Benchmark	% of ESE at or above Benchmark
Grades 1-4	89%	65%

Objective #1: *The percent of students in Grades 1-4 at Bay Elementary School scoring at or above Benchmark on the STAR Math Screening Report will increase to 92% or above*

Strategies Designed to Meet Objective

Strategy (Tier I)	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
1. Math Florida Standards (MAFS) will be effectively implemented in grades K-4. (Whole School)	1. All classroom teachers, school administration	1. Ongoing monthly throughout the entire year (8/10/17-5/24/18)	1. Classroom observations of administrative walkthroughs, documented weekly lesson plans.
2. STAR Math will be used for progress monitoring with assessment results analyzed and appropriate intervention strategies used in all grades. (Whole School)	2. All classroom teachers, SLT, school administration, MTSS Team, support from district personnel (Math Coach)	2. Quarterly (Administration and Coaches)	2. STAR Enterprise, progress monitoring documentation, documented weekly lesson plans, data chats, and classroom observations of administrative walkthroughs.
3. Teachers will allocate a minimum of 60 minutes of math instruction per day (Whole School)	3. All classroom teachers, school administration	3. Ongoing weekly throughout the school year (8/10/17-5/24/18)	3. Classroom observations of administrative walkthroughs, documented weekly lesson plans which include small group instruction.
4. Student assessment data will be frequently used to drive instruction and identify students' strengths and target areas of concern. (Whole School)	4. All classroom teachers, school administration, MTSS Team, support from district personnel (Math Coach)	4. Ongoing throughout the school year (8/10/17-5/24/18). Adjusted when goals are met or new strategies are necessary	4. STAR Enterprise, progress monitoring documentation, documented weekly lesson plans, data chats, Classroom observations of administrative walkthroughs
5. Math journals will be an integral component of daily math curriculum. (Whole School)	5. All classroom teachers, school administration	5. Ongoing throughout the school year (8/10/17-5/24/18)	5. Classroom observations of administrative walkthroughs, Documented weekly lesson plans, and artifacts
6. Teachers will utilize daily warm up math problems. (Whole School)	6. All classroom teachers, school administration	6. Ongoing throughout the school year (8/10/17-5/24/18)	6. Classroom observations of administrative walkthroughs, Documented weekly lesson plans

7. Teachers will utilize Eureka Math for planning instruction aligned to Math Florida Standards (MAFS). (Whole School)	7. All classroom teachers, school administration	7. Ongoing throughout the school year (8/10/17-5/24/18)	7. Classroom observations of administrative walkthroughs
8. Teachers in grades K-4 will implement a minimum of one lesson per term that is cross-curriculum and supports the school-wide interdisciplinary study of Australia.	8. All classroom teachers, school administration	8. Ongoing throughout the school year (8/10/17-5/24/18)	8. Artifacts, classroom observations, and documented lesson plans
9. SLT will partner and plan with the parent organization a Family STEM Night for students K-4.	9. SLT and Classroom teachers	9. By 5/24/18	9. Student participation, parent survey, teacher feedback
10. STEM related activities from STEM Picture Perfect will be provided for all students each term. (Whole School)	10. All classroom teachers, SLT, school administration	10. By 5/24/18	10. Lesson plans, Collaboration logs/agendas, Administrative walkthroughs
11. Students will receive differentiated math instruction to include guided math centers and targeted small group instruction that relies on evidence based interventions. (Small Group, Individual Student Target)	11. All classroom teachers, school administration MTSS Team, support from resource teacher	11. Ongoing throughout the school year (8/10/17-5/24/18)	11. STAR Enterprise, Progress monitoring documentation, Documented lesson plans, Data chats, Classroom observations of administrative walkthroughs
12. Instruction/remediation will be skill specific to include an emphasis on the use of multiple modality strategies which enable students to make	12. All classroom teachers, school administration MTSS Team, resource teacher and math coach support	12. Ongoing throughout the school year (8/10/17-5/24/18)	12. STAR Enterprise, Progress monitoring documentation, Weekly formative/summative assessments, Collaboration logs/agendas

connections in number sense and solving real-world problems. (Whole School, Small Group, and Individual Student Target)			
13. Students working below a SGP of 60% will receive an additional small group differentiated instruction that will focus on the skills needed for academic success. (Small Group, Individual Student Target)	13. All classroom teachers, school administration	13. Ongoing throughout the school year (8/10/17-5/24/18)	13. STAR Enterprise, progress monitoring documentation, documented lesson plans, data chats, administrative walkthroughs

Objective #2: *Students with disabilities in Grades 1-4, will show an increase to 68% or above scoring at or above Benchmark on the STAR Math Screening Report.*

Strategies Designed to Meet Objective

Strategy (Tier II and/or III)	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
1. Students will receive differentiated math instruction to include guided math centers and targeted small group instruction that relies on evidence based interventions. (Small Group, Individual Student Target)	1. All classroom teachers, school administration MTSS Team, support from resource teacher	1. Ongoing throughout the school year (8/10/17-5/24/18). Adjusted when goals are met or new strategies are necessary.	1. STAR Enterprise, Progress monitoring documentation, Documented lesson plans, Data chats, Classroom observations of administrative walkthroughs

<p>2. Students will have the opportunity to move between Tiers based on ongoing data.</p> <p>(Whole School, Small Group, Individual Student Target)</p>	<p>2. All classroom teachers, school administration MTSS Team, support from district personnel</p>	<p>2. Ongoing throughout the school year (8/10/17-5/24/18)</p>	<p>2. STAR Enterprise, Progress monitoring documentation, Weekly formative/summative assessments, Collaboration logs/agendas</p>
<p>3. Progress monitoring will be ongoing to determine if a math academic gap is decreasing.</p> <p>(Whole School, Small Group, and Individual Student Target)</p>	<p>3. All classroom teachers, school administration MTSS Team, resource teacher and math coach support</p>	<p>3. Ongoing throughout the school year (8/10/17-5/24/18)</p>	<p>3. STAR Enterprise, Progress monitoring documentation, Weekly formative/summative assessments, Collaboration logs/agendas</p>
<p>4. Instruction/remediation will be skill specific to include an emphasis on the use of multiple modality strategies which enable students to make connections in number sense and solving real-world problems.</p> <p>(Whole School, Small Group, and Individual Student Target)</p>	<p>4. All classroom teachers, school administration MTSS Team, resource teacher and math coach support</p>	<p>4. Ongoing throughout the school year (8/10/17-5/24/18)</p>	<p>4. STAR Enterprise, Progress monitoring documentation, Weekly formative/summative assessments, Collaboration logs/agendas</p>
<p>5. Students with disabilities will receive support daily in small group setting in addition to small math groups.</p>	<p>5. Classroom teachers and ELL Instructional Aide</p>	<p>5. Ongoing throughout the school year (8/10/17-5/24/18)</p>	<p>5. Data Documentation forms, STAR Math, weekly formative/summative assessments, collaboration logs with ELL Instructional Aide.</p>

Professional Learning for Goal #2 - STEM

Professional Learning (PL) aligned with Selected Objectives and Strategies						
PL Content/Topic and/or PLC Focus	Grade Level/ Subject	PL Facilitator and/or PLC Leader	PL Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Eureka Math	All Grades	Classroom Teachers, Support Coaches and Staff	School Wide and Grade Level	Monthly Grade level Meetings, School-wide Professional Development	Progress monitoring documentation, Data Charts, Collaboration Logs/agendas	Administration, Grade Level Chairs
STEM PLC Focus	All Grades	4 th Grade Teachers, PLF	School Wide and Grade Level	Monthly Meetings, Grade Levels	Progress monitoring documentation, Data Charts, Collaboration Logs/agendas	Administration, Grade Level Chairs
Peer Training	All Grades	2 Teachers who attend STEM Conference	School Wide and Grade Level	Monthly Grade level Meetings, School-wide Professional Development	Progress monitoring documentation, Data Charts, Collaboration Logs/agendas	Administration, Grade Level Chairs, SIT Chair, STEM Chair

BUDGET FOR GOAL # 2 – STEM

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
STEM Hands-On Learning	Supplies, materials, and Resources		\$300.00
STEM Family Night	Supplies, materials, and resources		\$500.00
FLDOE STEM Conference (Two teachers from STEM Leadership Team to attend)	To gain latest science, technology and math strategies and to train staff with new knowledge gained. Teachers will use the teacher train teacher model.	Parent Organization is matching \$750 for PD in STEM for two teachers to attend. \$750 SIP Funds	750.00
			Subtotal:\$1,550.00
			Total:\$1,550.00

Goal # 3**Goal Topic: Professional Learning Community**

Needs Assessment: Align professional learning with instructional practice that direct impact student performance.

Corroborating Data Source(s) and/or Narrative: Educational best practices identify the use of learning communities as one of the most effective methods of promoting professional learning and introducing new concepts to a school faculty. Use of professional learning communities is also a requirement of the Federal Title 1 programs, the Florida Differentiated Accountability Program, the Florida Professional Learning Protocol and the AdvanceED Accreditation System.

Current value of statistic: The 2016-17 Bay Elementary School professional learning was designed to meet goals aligned with student learning and Deliberate Practice Goals.

Target value of statistic: The 2017-18 Bay Elementary School professional learning is aligned with the School Improvement Plan academic goals to support student learning. Measurable goals are as follows:

By May 2018, the STAR Reading Screening Report will show a decrease in the percent of students in need of interventions or urgent interventions to below 10% of the student population. Of the students identified in need of interventions or urgent interventions, the percent will decrease to below 38%.

By May 2018, the percent of students in Grades 1-4 at Bay Elementary School scoring at or above Benchmark on the STAR Math Screening Report will increase to 92% or above. Students with disabilities in Grades 1-4, will show an increase to 68% or above scoring at or above Benchmark.

Objective #1: Professional Learning Communities - School Wide**Strategies Designed to Meet Objective**

Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
1. Monthly school wide PLC meetings to focus on STEM instructional strategies and student learning.	1. Classroom teachers, PLF, administration, STEM Chair	1. 5/24/2018	1. PLC logs, agendas, STAR Enterprise student data
2. All classroom teachers will implement two (2) hands-on STEM learning activities aligned with Florida Standards each	2. Classroom teachers, PLF, administration, STEM Chair	2. 5/24/2018	2. Lesson plans, collaboration logs, grade level logs

term.			
3. All classrooms will present a STEM project at STEM Night	3. Classroom teachers, PLF, administration, STEM Chair	3. 5/24/2018	3. Lesson plans, collaboration logs, grade level logs
Objective #2: Professional Learning Communities - Grade Level & Small Group			
Strategies Designed to Meet Objective			
Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
1. Monthly grade level PLC meetings to focus on STEM instructional strategies and student learning.	1. Classroom teachers, PLF, administration, STEM Chair	1. 5/24/2018	1. PLC logs, agendas, STAR Enterprise student data
2. Monthly grade level and small group training on Reading Web-based programs	2. Classroom teachers, PLF, administration, LLT Chair	2. 5/24/2018	2. PLC logs, grade level logs, agendas, STAR Enterprise student data
3. Monthly grade level and small group training on ReadyGen	3. Classroom teachers, PLF, administration, LLT Chair	3. 5/24/2018	3. PLC logs, grade level logs, agendas, STAR Enterprise student data

Professional Learning for Goal #3 (PLC)

Professional Learning (PL) aligned with Selected Objectives and Strategies						
PL Content/Topic and/or PLC Focus	Grade Level/ Subject	PL Facilitator and/or PLC Leader	PL Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teacher Training on Reading Web-based programs	K-4	Technology/PLF /Digital Lead	All Staff	Professional Learning Days, Monthly Grade Level Meetings and Staff Meetings	Student Artifacts/binders	PLF, Administration
Teacher Training/Collaboration	K-4	Classroom Teachers, Support Coaches and Staff	All Staff	Monthly Grade Level Meetings, Data Days and Staff Meetings	Progress monitoring documentation, Data charts, Collaboration logs/agendas	PLF, Administration, Grade Level Chairs
Peer Training for Reading	All Grades	2 Teachers who attend Reading Conference	School Wide and Grade Level	Monthly Grade level Meetings, School-wide Professional Development	Progress monitoring documentation, Data Charts, Collaboration Logs/agendas	Administration, Grade Level Chairs, SIT Chair, Reading Chair
Eureka Math	All Grades	Classroom Teachers, Support Coaches and Staff	School Wide and Grade Level	Monthly Grade level Meetings, School-wide Professional Development	Progress monitoring documentation, Data Charts, Collaboration Logs/agendas	Administration, Grade Level Chairs
STEM PLC Focus	All Grades	4 th Grade Teachers, PLF	School Wide and Grade Level	Monthly Meetings, Grade Levels	Progress monitoring documentation, Data Charts, Collaboration Logs/agendas	Administration, Grade Level Chairs
Peer Training for STEM	All Grades	2 Teachers who attend STEM Conference	School Wide and Grade Level	Monthly Grade level Meetings, School-wide Professional Development	Progress monitoring documentation, Data Charts, Collaboration Logs/agendas	Administration, Grade Level Chairs, SIT Chair, STEM Chair

BUDGET FOR GOAL # 3 (PLC)

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Professional Learning Opportunities for Teachers	Substitutes for Collaboration/Training	SIT Funds	\$1,000.00
Professional Training for Teachers	Gifted Endorsement Courses	SIT Funds	\$ 500.00
			Subtotal: \$1,500.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$1,500.00
			Total:\$1,500.00

Goal # 4**Goal Topic: Parent Involvement**

Needs Assessment: Educational best practices identify parent involvement in the school as one of the most effective methods of promoting student achievement. The 2016-17 School Improvement Team meeting logs indicated the addition of parent involvement in implementing reading goals and finalizing the plan. Though this is an improvement from previous years, there is a need for more parent involvement in all areas the School Improvement Plan process.

CURRENT VALUE OF STATISTIC: The 2016-17 School Improvement Team meeting logs indicated the addition of parent involvement in implementing reading goals and finalizing the plan. Sign-in sheets showed three parent signatures on the Literacy Leadership Team and three on the School Improvement Team in finalizing the plan.

TARGET VALUE OF STATISTIC: A minimum of one parent representative will be a member on the Literacy Leadership Team, STEM Leadership Team, and SELT Leadership Team. Sign-in sheets will show an increase in parent participation on three committee monthly meetings with a minimum of two parent signatures for each team.

Objective #1: By May 2018, Bay Elementary will strengthen their partnership with parents in all aspects of the school.

Strategies Designed to Meet Objective

Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
1. Provide regular, meaningful communication with parents and community stakeholders through: a. School Website b. Bay Breeze Newsletters c. Classroom Newsletters d. Parent/teacher Conferences e. School Marquee Shots f. Parent/Student Handbook g. Social Media h. Remind 101	1. Classroom teachers and staff, administration, SELT Team	1. Ongoing throughout the school year (8/10/17-5/24/18)	1. Parent feedback, school website/newsletters, climate survey results, parent/volunteer sign in documentation
2. Provide multiple opportunities for parent/stakeholders to become involved in Bay's active school culture by participating in: a. Scholastic Book Fair	2. Bay Boosters, classroom teachers and staff, school administration	2. Ongoing throughout the school year (8/10/17-5/24/18)	2. Parent Feedback, school website/newsletters, climate survey results, parent/volunteer sign in documentation

<ul style="list-style-type: none"> b. Fun Run c. Spring Fling Festival d. Donuts with Dad (K-1) e. Muffins with Mom (K-1) f. Sweets with Santa g. Veterans Day Program h. Publix Math Night i. Thanksgiving Feast j. Grandparents Day k. Schoolwide Interdisciplinary Study 			
<p>3. Promote parental responsibility by increasing curriculum and academic awareness to:</p> <ul style="list-style-type: none"> a. Encourage parent participation in FOCUS (WCSD) on-line parent portal b. Communicate and distribute students' progress/report cards c. Provide quarterly award ceremonies d. Provide helpful, informational materials for parents e. Host a parent meeting to inform parents and increase awareness of classroom policies, procedures, and academic content f. Encourage ELL student parent participation in all activities. 	<p>3. Classroom teachers and staff, school administration, SELT Chair, and Bilingual Aide</p>	<p>3. Ongoing throughout the school year (8/10/17-5/24/18)</p>	<p>3. Parent feedback, sign-ins, agenda minutes, and volunteer hour log</p>
<p>4. Parent Representatives will be a part of the School Improvement Leadership</p>	<p>4. School Improvement Chair, administrator</p>	<p>4. Ongoing throughout the school year (8/10/17-5/24/18)</p>	<p>4. SIP, meeting sign-ins and parent feedback</p>

Teams.			
5. Parent Representatives will contribute to the development and implementation of the School Improvement Plan.	5. School Improvement Chair, administrator	5. Ongoing throughout the school year (8/10/17-5/24/18)	5. SIP, meeting sign-ins and parent feedback
6. Parent Representatives will attend School Improvement Team Meetings.	6. School Improvement Chair, administrator	6. Ongoing throughout the school year (8/10/17-5/24/18)	6. SIP, Meeting Sign-ins and Parent Feedback
7. Parents will be involved in Family Reading Night and Family STEM Night.	7. School Improvement Chair, administrator, LLT Chair, STEM Chair	7 Ongoing throughout the school year (8/10/17-5/24/18)	7. SIP, Meeting Sign-ins and Parent Feedback

Professional Learning for Goal #4 (Parent)

Professional Learning (PL) aligned with Selected Objectives and Strategies						
PL Content/Topic and/or PLC Focus	Grade Level/Subject	PL Facilitator and/or PLC Leader	PL Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Volunteer training with parents	All	Volunteer Coordinator, PBS/Events Members	Parent Volunteers	Monthly or as needed	Student data, SELT Team monitoring	School Administration, SELT Team

BUDGET FOR GOAL # 4 (Parent)

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Volunteer Recognition	Supplies for Student-Generated Gifts of Appreciation	SIP	\$300.00
			Subtotal:300.00
			Total:300.00

Goal # 5**Goal Topic: Behavior**

Needs Assessment: When student behavior is disruptive, loss of instructional time can result. Student grades and peer relations are impacted negatively.

CURRENT VALUE OF STATISTIC: Bay Elementary School FOCUS Office Referral Data from 2016-17 indicated 10 office referrals for students in grades K-4.

Grade Level	# of Referrals
Kindergarten	1
First Grade	3
Second Grade	1
Third Grade	5
Fourth Grade	0

TARGET VALUE OF STATISTIC: FOCUS Office Referral Data for 2017-18 school year will show a decrease in the number of referrals to 8 or less.

Objective #1: Students will understand the importance of positive behavior within a classroom.

Strategies Designed to Meet Objective

Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
1. Implement a school-wide Positive Behavior Support Program that focuses on increasing awareness of appropriate school behavior.	1. SELT Team, administration, teachers	1. Ongoing throughout the school year (8/10/17-5/24/18)	1. MIS/FOCUS data, ongoing parent communication
2. Provide training and ongoing support for all employees to insure consistent school wide implementation.	2. SELT Team, administration, teachers/staff members	2. Ongoing throughout the school year (8/10/17-5/24/18)	2. Agendas/sign-in sheets for PD Days

3. Teachers will implement a positive behavior system within all classroom.	3. SELT Team, administration, teachers/staff members	3. Ongoing throughout the school year (8/10/17-5/24/18)	3. Classroom observations of administrative walkthroughs
4. Students with multiple office referrals of the same offense, will be referred to MTSS or school counselor for Behavior Support.	4. SELT Team, administration, teachers/staff members, MTSS	4. Ongoing throughout the school year (8/10/17-5/24/18)	4. MIS/FOCUS data, MTSS agendas/documentation
5. Implement the NED Character Education Program which encourages children to <ul style="list-style-type: none"> • Never Give Up! • Encourage Others! • Do Your Best! 	5. SELT Team, teachers/staff members, School Counselor, Resource Officer	5. Ongoing throughout the school year (8/10/17-5/24/18)	5. Agendas, lesson plans, Counselor lesson plans

Professional Learning for Goal #5 (Behavior)

Professional Learning (PL) aligned with Selected Objectives and Strategies						
PL Content/Topic and/or PLC Focus	Grade Level/Subject	PL Facilitator and/or PLC Leader	PL Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teacher/Staff NED Training	All Subjects/Grades	PLF, SELT Team	All Staff	August 2017-May 2018	SELT meeting agendas, Student Reports (Focus)	Administration, SELT Team, School Counselor
Comprehensive School Counseling Program	All Grades	PLF, School Counselor	All Staff	August 2017-May 2018	SELT meeting agendas, Student Reports (Focus), School Counselor's Lesson Plans	School Counselor, Administration

BUDGET FOR GOAL # 5 (Behavior)

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Behavior System	Rewards/Incentives	SIT	\$ 200.00
School Counseling Program	Instructional Materials/Incentives	SIT	\$ 300.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$500.00

Goal # 6**Goal Topic: Attendance**

Needs Assessment: When students are not in class, they miss opportunities to grow academically and socially. These skills are critical for continued success at Bay Elementary School

CURRENT VALUE OF STATISTIC: According to attendance data for 2016-17, 37 student's attendance was below 90% for the school year.

Grade Level	# of Student's Attendance BELOW 90%
Kindergarten	10
First Grade	9
Second Grade	4
Third Grade	8
Fourth Grade	6

TARGET VALUE OF STATISTIC: Attendance records for 2017-18 will show a decrease in the number of students to 33 or less who have below 90% attendance for the school year.

Objective #1: Students will understand the importance of regular attendance

Strategies Designed to Meet Objective

Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
1. Implement a school-wide Positive Behavior Support Program that focuses on increasing awareness of school attendance and its effect upon student achievement.	1. SELT Team, administration, teachers	1. Ongoing throughout the school year (8/10/17-5/24/18)	1. MIS/FOCUS data, office sign-in sheets, school website, newsletters, ongoing parent communication
3. Implement student rewards for perfect attendance.	3. SELT Team, school counselor, administration, teachers/staff members	3. Ongoing throughout the school year (8/10/17-5/24/18)	3. MIS/FOCUS data, office sign-in sheets
4. Parents will be contacted by letter when students are not in regular attendance of school.	4. SELT Team, administration, teachers/staff members	4. Ongoing throughout the school year (8/10/17-5/24/18)	4. MIS/FOCUS data, office sign-in sheets, master schedule

5. Students with 10 or more days absent, will be referred to MTSS for support.	5. SELT, MTSS Team, administration, teachers/staff members	5. Ongoing throughout the school year (8/10/17-5/24/18)	5. MIS/FOCUS data, office sign-in sheets, MTSS agendas/documentation
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Professional Learning for Goal #6 - Attendance

Professional Learning (PL) aligned with Selected Objectives and Strategies						
PL Content/Topic and/or PLC Focus	Grade Level/Subject	PL Facilitator and/or PLC Leader	PL Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teacher/Staff Training	All Subjects/Grades	PLF, Administration, MTSS Team, SELT Team	All Staff	August 2017-May 2018	Communication logs, MTSS logs, SELT logs	Administration, SELT Team, Teachers, MTSS Team

BUDGET FOR GOAL # 6 - Attendance

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$0.00

District Advisory Council (DAC)

The majority of the DAC members are not employed by the school district. The DAC is composed of an administrator, an education support employee, teachers, students (for middle and high schools only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by all of the schools within the District. The DAC meets monthly to coordinate and oversee the school improvement planning process throughout the District. The DAC has final approval over the content of school improvement plans before they are submitted to the School Board and monitors the use of school improvement funds.

School Improvement Acronym List

<p>A AA – Associate in Arts AA – Alternative Assessment AAS – Associate in Applied Science ABE – Adult Basic Education ACCEL – Academically Challenging Curriculum to Enhance Learning ACEE – Area Centers for Educational Enhancement ACT – American College Testing (Assessment) ADA – Americans with Disabilities Act AFDC – Aid to Families with Dependent Children AHS – Adult High School AICE – Advanced International Certificate of Education AMO – Annual Measurable Objective AP – Advanced Placement AS – Associate in Science ASD – Autism Spectrum Disorder ASL – American Sign Language ATD – Applied Technology Diploma AVID – Advancement Via Individual Determination AYP – Adequate Yearly Progress</p> <p>B BA – Bachelor of Arts</p>	<p>L LEA – Local Education Agency LEP – Limited English Proficient LIIS – Local Instructional Information System LOA – Leave of Absence</p> <p>M MAI – Major Area of Interest MIS – Management Information System MOU – Memorandum of Understanding MSID – Master School Identification File MTSS – Multi-Tiered System of Support</p> <p>N NAEP – National Assessment of Education Performance NBCT – National Board Certified Teacher NCLB – No Child Left Behind NCTM – National Council of the Teachers of Mathematics NCWE – National Council for Workforce Education NEFEC – North East Florida Educational Cooperative NGA – National Governor’s Association NGCARPD – Next Generation Content Area Reading Professional Development NGSSS – Next Generation Sunshine State Standards</p>
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BAT – Benchmarks for Advanced Tiers
BCBA – Board Certified Behavior Analyst
BS – Bachelor of Science

C

CAC – Child Advocacy Center
CAR-PD – Content Area Reading Professional Development
CBT – Computer-Based Testing
CCD – Course Code Directory
CCRP – Comprehensive Core Reading Program
CCSS – Common Core State Standards
CELLA – Comprehensive English Language Learning Assessment
CEU – Continuing Education Unit
CFO – Chief Financial Officer
CLAST – College Level Academic Skills Test
C of C – Code of Conduct
COE – Council on Occupational Education
COPE – Chautauqua Office of Psychological Services
CPT – College Placement Test
CRP – Comprehensive, research-based, Reading Plan

D

DA – Differentiated Accountability
DAC – District Advisory Council
DAIP – District improvement, Assistance and Intervention Plan
DAR – Diagnostic Assessment of Reading
DART – Disaggregate, Assess, Review and Target
DCF – Department of Children and Family Services
DCT – Diversified Cooperative Training
DE – Dual Enrollment
DEA – Discovery Education Assessments
DIAP – District Improvement, Assistance and Intervention Plan
DIBELS – Dynamic Indicator of Basic Early Literacy Skills
DJJ – Division of Juvenile Justice
DOC – Department of Corrections
DOE – Department of Education

NRT – Norm Referenced Test
NSDC – National Staff Development Council
NWFSC – Northwest Florida State College

O

OCP – Occupational Completion Point
OCR – Office of Civil Rights
OJT – On the Job Training
OPPAGA – Office of Program Policy Analysis and Government Accountability
OPS – Other Personnel Services
OSHA – Occupational Safety and Health Administration

P

PAEC – Panhandle Area Educational Cooperative
PARCC – Partnership for the Assessment of Readiness for College and Careers
PAS – Performance Appraisal System
PBL – Project Based Learning
PBS – Positive Behavioral Support
PD – Professional Development
PERT – Postsecondary Education Readiness Test
PECO – Public Education Capital Outlay
PIC – Private Industry Council
PLC – Professional Learning Community
PLF – Professional Learning Facilitator
PLP – Professional Learning Plan
PMP – Progress Monitoring Plan
PMRN – Progress Management and Reporting Network
PreK - PreKindergarten
PSAT – Preliminary American College Testing (Assessment)
PSAV – Post Secondary Adult Vocational
PY – Program Year

R

READ – Reading Enhancement and Acceleration Development
RLT – Reading Leadership Team

DOP – Dropout Prevention

DSS – Department of Social Services

DSS – Developmental Scale Score

E

EBD - Emotional/Behavioral Disabilities

ED – Educationally Disadvantaged

EEO – Equal Employment Opportunity

ELL – English Language Learners

EOC – End-of-Course Assessment

ePDC – Electronic Professional Development Center

ePEP – Electronic Personal Education Planner

ERDA – Early Reading Diagnostic Assessment

ERIC – Educational Resource Information Center

ERSI – Early Reading Screening Instrument

ESE – Exceptional Student Education

ESEA – Elementary and Secondary Education Act

ESL – English as a Second Language

ESOL – English Speakers of Other Languages

ESY – Extended School Year

F

FAA – Florida Alternative Assessment

FACTS – Florida Academic Counseling and Tracking for Students

FAIR – Florida Assessments for Instruction in Reading

FAPE – Free and Appropriate Public Education

FBO – Faith-Based Organization

FCAT – Florida Comprehensive Assessment Test

FCIM – Florida Continuous Improvement Model

FCPT – Florida College Placement Test

FCRR – Florida Center for Reading Research

FDLRS – Florida Diagnostic and Learning Resource System

FD OE – Florida Department of Education

FEFP – Florida Education Finance Program

FELE – Florida Educational Leadership Examination

FERPA – Florida Education Rights and Privacy Act

FIN – Florida Inclusion Network

ROI – Return On Investment

RTI – Response To Intervention

RTTT – Race to the Top

RTW – Ready To Work

S

SAC – School Advisory Council

SACS – Southern Association of Colleges and Schools

SAT – Scholastic Aptitude Test

SBE – State Board of Education

SBIT – School-Based Intervention Team

SBRR – Scientifically-Based Reading Research

SCiii – Science collaboration, Immersion, Inquiry, Innovation

SDMT – Stanford Diagnostic Mathematics Test

SEA – State Education Agency

SEDNET – Students with Emotional Disabilities Network

SES – Supplemental Educational Services

SESIR – School Environment Safety Incident Report

SINI – School In Need of Improvement

SIP – School Improvement Plan

SIT – School Improvement Team

SIRP – Supplemental Intervention Reading Program

SLP – Speech Language Pathologist

SMART – Specific, Measurable, Attainable, Realistic and Time-Bound

SMS – Student Management System

SOAR – Science, Optimizing Academic Returns

SPAR – School Public Accountability Report

SPP – Student Progression Plan

SRD – School Resource Deputy

SREB – Southern Regional Educational Board

SSI – Supplemental Security Income

SSS – Sunshine State Standards

STEM – Science, Technology, Engineering and Mathematics

STW – School To Work

SUS – State University System

SWD – Students With Disabilities

FLaRE – Florida Literacy And Reading Excellence
FLKRS – FLorida Kindergarten Readiness Screener
FLVS – FLorida Virtual School
FORF – Florida Oral Reading Fluency
FOR-PD – Florida Online Reading Professional Development
FRL – Free and Reduced Lunch
FSA – Florida Standards Assessment
FTE – Full Time Equivalency
FY – Fiscal Year

G

GED – General Education Development test
GLE – Grade Level Expectations
GMRT – Gates-Macginitie Reading Test
GPA – Grade Point Average
GPS – Global Positioning System

H

HH – Hospital Homebound
HIPAA – Health Insurance Portability and Accountability Act
HLS – Home Language Survey
HSCT – High School Competency Test
HQT – Highly Qualified Teacher

I

IB – International Baccalaureate
ICC – International Coastal Cleanup
IDEA – Individuals with Disabilities Education Act
IEP – Individual Education Plan
III (iii) – Immediate Intensive Intervention
ILOD – In Line Of Duty
IMS – Information Management System
IPDP – Individual Professional Development Plan
ISRD – Institute of Small and Rural Districts
IST – Instructional Support Team
IT – Information Technology

SY – School Year

T

TA – Technical Assistance
TABE – Test of Adult Basic Education
TDE – Temporary Duty Elsewhere
TLC – Teaching and Learning Contacts
TTT – Tuesday Teacher Training

U

UDL – Universal Design for Learning

V

VPK – Voluntary Pre-Kindergarten Program

W

WDB – Workforce Development Board
WISE – Walton Initiatives for Success in Education
WVS – Walton Virtual School