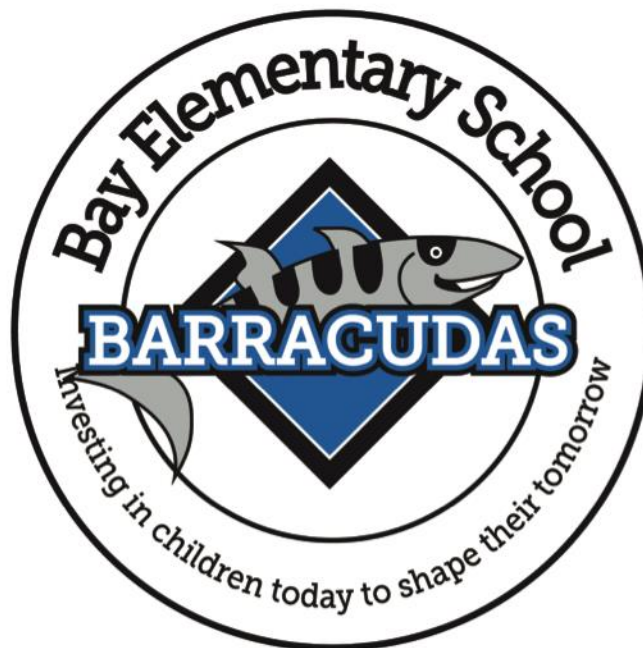


Bay Elementary School School Improvement Plan 2018-2019



~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~

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PART I: CURRENT SCHOOL STATUS

School Information

School Name: Bay Elementary	District Name: Walton County
Principal: Meredith Spence	Superintendent: A. Russell Hughes
School Improvement Chairs: Ana Tomblin	Anticipated Date of School Board Approval: September 4, 2018

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 PK-20 Education Information Portal- <https://edstats.fldoe.org/SASPortal/main.do>

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

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

School Public Accountability Reports (SPAR)- <http://doeweb-prd.doe.state.fl.us/eds/nclbpar/index.cfm>

K-12 Comprehensive Research Based Reading Plan – <http://www.fldoe.org/academics/standards/just-read-fl/>

School Attestations

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

- ✓ All school administrators hold current and sufficient state certification for their job description and regularly attend training sessions to become more highly qualified.
- ✓ 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.
- ✓ 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.
- ✓ 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.

Bay Elementary School Demographics 2017-18 Data	
School Overview	Bay Elementary School served 485 students in grades K-4 during the 2017-18 school year with a staff of 34 instructional, 15 non-instructional and 1 administrator.
Free & Reduced	25%
Ethnicity	82% White; 12% Hispanic
Grade Level Breakdown	94 – Kindergarten 87 – Grade 1 122 – Grade 2 94 – Grade 3 91 – Grade 4
Demographic Changes	Since 2015, BES has increased its Exceptional Student Education population by 74% and is served by 1.5 Teachers. Since 2015, BES has increased its English Language Learner Population by 166% and is served by Bilingual Aide.
Additional Staffing Support	During the 2017-18 school year, BES was not assigned a District Reading or Math Coach for curriculum support. In early May 2018, request was made for district support in coaching with the new curriculum.

FSA Trend Data									
FSA	2015	2016	2017	2018	FSA	2015	2016	2017	2018
ELA Grade 3 Proficiency	81%	86%	85%	83%	Math Grade 3 Proficiency	87%	86%	88%	80%
ELA Grade 4 Proficiency	88%	82%	82%	69%	Math Grade 4 Proficiency	66%	63%	78%	72%
ELA Grade 4 Learning Gains	N/A	77%	63%	47%	Math Grade 4 Learning Gains	N/A	37%	54%	52%
ELA Grade 4 L25 Learning Gains	N/A	64%	50%	20%	Math Grade 4 L25 Learning Gains	N/A	20%	50%	38%
ELA Grade 4 Writing Avg Scores	N/A	N/A	5.88/10	5.3/10	<i>Indicate areas of need</i>				

Bay Elementary School 3 Year Trend Data for English Language Arts
STAR Reading aligned with WCSD Progress Monitoring 2017-18 Cut Scores

Bay Elementary School 3 Year Trend Data for English Language Arts STAR Reading aligned with WCSD Progress Monitoring 2017-18 Cut Scores								
	2016-17		2017-18			GOALS for 2018-19		
Grade	Need of Intervention	Need of Intervention Identified as ELL	Need of Intervention (#Students)	Percent of Need of Intervention are Identified as ELL (#students)	% on Grade Level or Above	Need of Intervention	Need of Intervention Identified as ELL	% on Grade Level or Above
K	14%	45%	30% (25)	24% (6)	70%	20% or less	20% or less	80% or more
1 st	17%	37%	35% (30)	40% (12)	65%	20% or less	19% or less	80% or more
2 nd	12%	33%	49% (60)	17% (10)	51%	25% or less	35% or less	75% or more
3 rd	6%	80%	45% (43)	37% (16)	55%	39% or less	12% or less	61% or more
4 th	7%	29%	57% (51)	12% (6)	43%	35% or less	32% or less	65% or more
Total	11%	42%	43.2%	26%	56.8%	33.2% or less	24% or less*	72.2% or more

**Trend Data for Math – STAR Math based on FSA benchmarks
at Bay Elementary School**

Trend Data for Math – STAR Math based on FSA benchmarks at Bay Elementary School						
	2016-17		2017-18		GOALS for 2018-19	
Grade	% on Grade Level or Above	% of Students in Need of Intervention	% on Grade Level or Above	% of Students in Need of Intervention (Urgent)	% on Grade Level or Above	% of Students in Need of Intervention
1 st	74%	26%	77%	23% (6%)	85% or more	15% or less
2 nd	83%	17%	66%	34% (13%)	85% or more	15% or less
3 rd	82%	18%	82%	18% (5%)	85% or more	15% or less
4 th	77%	23%	72%	28% (11%)	85% or more	15% or less
Total	79%	21%	74%	26% (9%)	85% or more	15% or less

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
<p><i>Identify the school-based MTSS leadership team by name and instructional assignment.</i></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Martha Smith, 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.</p> <p>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.</p> <p>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.</p> <p>Rotating Staff of General Education Teachers: Provides information about Tier I and Tier II core instruction and also participates in student data collection.</p>
<p><i>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?</i></p> <p>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</p>

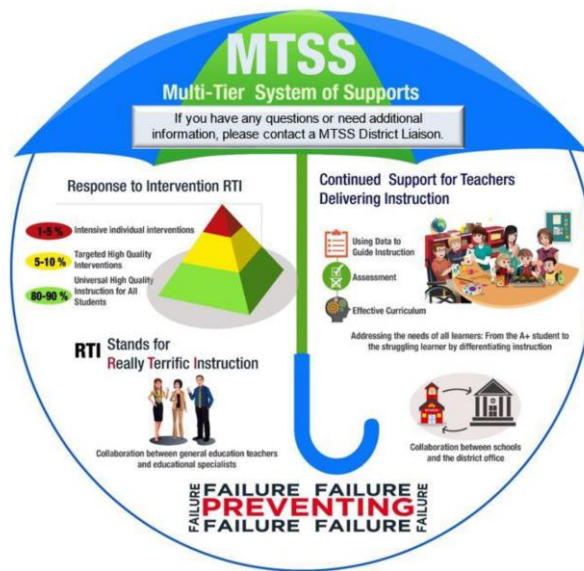
intervention; the person responsible, the time, the resource, and the documentation procedures are included. Teachers responsible for interventions receive a copy of decisions made during these meetings.

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.

DATA Goals for Intervention will be based on the Walton County School District’s MTSS Plan and Response to Intervention with no more than 1-5% of students in need of urgent intervention (Tier 3) and no more than 5-10% of students in need of intervention (Tier 2).



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 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 behavior gains.

Middle School Multi-Tiered System of Support

Any school that contains grades K- 8 must include in its school improvement plan a list of early warning factors, a plan for assisting students showing signs of these early warning indicators, and the number of students showing signs of each early warning indicator.

Early Warning Systems	
<p>Early Warning Indicators: (Schools may add to the list, but may not remove items from the list)</p>	<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
<p>Total number of students identified in the system as exhibiting two or more early warning indicators:</p>	
7	
<p>Grade: Kindergarten</p>	<ul style="list-style-type: none"> • 11 • 1 • 1 • 0 <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:
<p>Grade: 1st</p>	<ul style="list-style-type: none"> • 7 • 0 • 4 • 0 <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:
<p>Grade: 2nd</p>	<ul style="list-style-type: none"> • 4 • 2 • 5 • 0 <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:
<p>Grade: 3rd</p>	<ul style="list-style-type: none"> • 5 • 2 • 1 • 9 <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:
<p>Grade: 4th</p>	<ul style="list-style-type: none"> • 11 • 3 • 1 • 15 <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:

Grade Level	# of Referrals
Kindergarten	2
First Grade	2
Second Grade	8
Third Grade	7
Fourth Grade	14

Intervention Strategies: Provide a description of all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Strategy	Which Indicator is addressed by this strategy?
Implement a school-wide Positive Behavior Support Program that focuses on increasing awareness of appropriate school behavior	Behavior
Teachers will implement a positive behavior system within all classrooms.	Behavior
Implement the NED Character Education Program which encourages children to <ul style="list-style-type: none"> • Never Give Up! • Encourage Others! • Do Your Best! 	Behavior
Students with multiple office referrals of the same offense, will be referred to MTSS or school counselor for Behavior Support.	Behavior
Communication through school newsletter, school website, teacher communication, and attendance letters.	Attendance
Students with 10 or more days absent, will be referred to MTSS for support.	Attendance
Implement student rewards for perfect attendance.	Attendance
Academic goals are included in SIP Goals 1 - 3	Academic / FSA Level 1

School Advisory Council (SAC) The majority of the SAC members are not employed by the school district. The SAC is composed of an administrator, an education support employee, teacher, student (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 the school within the District. The SAC meets quarterly to coordinate and oversee the school improvement planning process throughout the school. The SAC 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 Advisory Council	
<i>Identify the School Advisory Council (SAC) Members by name and assignment.</i>	
Meredith Spence, Principal – SAC Chair	Rhea Goff, Community Representative (St. Joe)
Ana Tomblin, SIT Chair – SAC Secretary	Dan Tinghitella, Parent Representative
Lindsey Harp, ESE Non-Instructional Rep	Mary Bess Wilson, Parent Representative
Nicole Gil, ELL Teacher	Sara Reese, Parent Representative
Lauren Justiss, Parent Representative	
<i>Describe how the council functions (e.g., meeting processes and roles/functions).</i>	
<p>The School Advisory Council is designed to reflect the demographics of the school. SAC is responsible for supporting the SIP development process, being an active stakeholder in the process and approval of Bay Elementary School’s School Improvement Plan.</p> <ul style="list-style-type: none"> • SAC will meet a minimum of four times during the school year including the following: <ul style="list-style-type: none"> June 4, 2018 for SIP Planning July 16, 2018 for SIP Manufacturing Day & Final Approval September 20, 2018 District SAC Training September 24, 2018 Meeting in Cafeteria 5:00 pm January 28, 2019 Meeting in Cafeteria 5:00 pm April 29, 2019 Meeting in Cafeteria 5:00 pm (nominations for new members) June 3, 2019 Meeting in Cafeteria 5:00 pm (Review of SIP, data analysis, induction of new members) • SAC will publicly advertise their meetings at least 10 days prior to the meeting date • SAC meetings are open to the public and stakeholders of the school • SAC meetings will be kept with minutes, official voting procedures and attendance for records • SAC will have a detailed webpage on Bay Elementary School’s Website for access to the SIP, meeting dates, agendas and meeting minutes. 	
<i>What will be the major initiatives of the SAC this year? The major initiatives will be:</i>	
<ul style="list-style-type: none"> • to increase consistent involvement of stakeholders in all areas of the School Improvement Plan • to research and prepare a long term plan for becoming a STEM certified school 	

School Improvement Leadership Team (SILT)

School Improvement Leadership Team	
Meredith Spence, Principal Ana Tomblin, SIT Co-Chair Rebecca King, School Environment Leadership Chair Julie Perk, Literacy Leadership Team Chair Nancy Rentz, STEM Leadership Team Chair Jennifer Gordon, Teacher Support Team Chair	Pam Warren, MTSS/School Counselor Sara Reese, Parent Representative Lauren Justiss, Parent Representative Beth Roberts, Parent Representative Drew Farris, Plant Manager
<p><i>Describe how the SILT functions (e.g., meeting processes in roles/functions)</i></p> <p>The SILT Leadership Team will provide a common vision of support in the development of and the implementation of the School Improvement Process</p> <ul style="list-style-type: none"> • 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, the School Environment Leadership Team and Stakeholders. 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 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. Data will also be used to develop, monitor, adjust and implement components of the School Improvement Plan. • Communicate Effectively – The SILT will meet monthly, support the LLT, SLT, TST, and SELT, review student data each grading term, and provide monthly reports. The SILT will meet a minimum of quarterly with the School Advisory Council to progress monitor, address concerns, and adjust to ensure success of the School Improvement Plan. 	
<p><i>What will be the major initiatives of the SILT this year?</i></p> <ul style="list-style-type: none"> • 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 school wide interdisciplinary study of a foreign country 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 	

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team			
Identify the school-based Literacy Leadership Team (LLT) by name and instructional assignment.			
Julie Perk (1 st), Chair	Meredith Flowers (2 nd)	Nicole Gil (Reading)	Brittany Hill (1 st)
Allison Shehan (K), Co-Chair	Channing Friend (3 rd)	Valentina Pilonieta	
Ann Quinn (K)	Macie Horton (3 rd)	Dawn Rader (ESP)	
Sara Beth Thigpen (K)	Tonya Tidwell (4 th)	Julie Mason (MIS, Staff)	
Kelsey Adams (2 nd)	Cathy Hackney (4 th)	Lauren Justiss (Parent Representative)	
Describe how the school-based LLT functions (e.g., meeting processes in roles/functions).			
<p>The Literacy Leadership Team will provide a common vision of support for the implementation of Language Arts Florida Standards (LAFS):</p> <ul style="list-style-type: none"> • 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 LLT 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. <p>Communicate Effectively - The LLT will communicate monthly with teachers regarding literacy.</p>			
What will be the major initiatives of the LLT this year?			
<ul style="list-style-type: none"> • 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 • Successfully implement and support school wide interdisciplinary study of a foreign country to increase enrichment learning opportunities and relevance • Increase non-fiction and complex text structures to students in all content areas • Host a Reading Family Night • Responsible for all Reading Goals, Strategies, Professional Learning and Budget • Responsible for all Writing Goals, Strategies, Professional Learning and Budget 			

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.	
Nancy Rentz (4 th), Chair	Chelsea Hawkins (3 rd)
Susanne Martin (4 th), Co-Chair	Rachel Godfrey (3 rd)
Betsy Roberts (K)	Ben Lawson (3 rd)
Rose Anderson (1 st)	Skye Goldstein (4 th)
Melissa Lessig (1 st)	Steve Williams (Maintenance Staff)
Jodi Palmer (2 nd)	Beth Roberts (Parent Representative)
Describe how the school-based SLT functions (e.g., meeting processes in roles/functions).	
<p>The STEM Leadership Team will provide a common vision of support for the implementation of Math, Science, Engineering and Technology Florida Standards:</p> <ul style="list-style-type: none"> • 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 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. <p>Communicate Effectively - The SLT will meet monthly, review student data each grading term, and provide monthly reports to the School Improvement Team.</p>	
What will be the major initiatives of the SLT this year?	
<ul style="list-style-type: none"> • 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 • Host a STEM Family Night • Responsible for all STEM Goals, Strategies, Professional Learning and Budget 	

Teacher Support Team (TST) At the center of efforts to improve student performance levels is the need to support ongoing professional learning and teaching quality. To plan for and monitor professional learning and teaching quality, the school maintains a Teacher Support Team that is organized in the following way.

School-Based Teacher Support Team
<p><i>Identify the school-based Teacher Support Team (TST) by name and instructional assignment.</i></p> <p>Jennifer Gordon (2nd), Chair Martha Smith (Reading Teacher) Co-Chair Heather O’Toole (Media Specialist) Co-Chair Debbie Blount (K) Liz Tucci (1st) Cindy Abney (ESP)</p>
<p><i>Describe how the school-based TST functions (e.g., meeting processes in roles/functions).</i></p> <p>The TST will provide a common vision of support for teachers, the implementation of professional learning and teaching quality:</p> <ul style="list-style-type: none"> • Teacher Support - The TST will develop, support, and implement a New Teacher Program for teachers at Bay Elementary School that aligns with the school’s vision and needs. • Teacher Support – The TST will serve all teachers with ongoing endorsement, certification, and professional responsibilities information and requirements. • New Teacher Program – The TST will support new teachers at Bay Elementary School through monthly support, weekly grade level support, and mentor support. • Communicate Effectively - The TST will meet monthly, and provide monthly reports to the School Improvement Team. The team will also communicate as needed to grade level chairs, mentors, and administration for areas of need.
<p><i>What will be the major initiatives of the TST this year?</i></p> <ul style="list-style-type: none"> • Support Professional Development for all staff who instruct students • Improve collaborative learning communities among all staff members linking instructional practice and student performance • Develop, support, and implement a New Teacher Program for teachers at Bay Elementary School that aligns with the school’s vision and needs • New Teacher Induction – The TST will support new teachers at Bay Elementary School through the New Teacher Program. • Responsible for all TST Goals, Strategies, Professional Learning, and Budget.

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	Lindsey Harp (Parent/ESP)
Mary McGuigan (Art)	Cindy Stewart (ESP)
Ramsey Lawrence (ESE)	Ronda Bolin (Nurse)
Molly Simmet (ESE)	Chloe Abney (Custodian)
Kellie Biegler (ESP)	Saronda Lewis (Food Service Manager)
Drew Ferris (Plant Manager)	Corrie Sober (Music)
School Resource Officer	Felicia Gilley (Cafeteria)
Pamela Hughes (Custodial/Cafeteria)	
Describe how the school-based SELT functions (e.g., meeting processes in roles/functions).	
<ul style="list-style-type: none"> • Communicate Effectively – The SELT will meet monthly, review school data, and provide monthly reports to the SIT. • Provide Professional Development - The SELT will provide high quality professional development to all staff regarding behavior, attendance, early warning systems, parent involvement, 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. 	
What will be the major initiatives of the SELT this year?	
<ul style="list-style-type: none"> • Support safety and security procedures for the school • Increase parent involvement • 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 to support early warning systems, behavior and attendance • Implement full evacuation drill in Fall of 2018 and Spring of 2019 with off campus meeting destination and plans • Support positive behavior system and character education – NED Program (Never Give Up! Encourage Others! Do Your Best!) • Responsible for all Parent Involvement and EWS Goals, Strategies, Professional Learning and Budget 	

Elementary Schools Only: Pre-School Transition

The following plan describes how the school identifies areas of need and supports preschool children in their transition from home or early childhood programs to local elementary school programs.

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.

Grades 6-12 Only: Focus Upon Reading

The following plan describes how the school ensures that every teacher contributes to the reading improvement of every student.

High Schools Only: Applied and Integrated Courses

The following plan describes how the school incorporates applied and integrated courses to help students see the relationships between the subjects they take and their relevance to their future.

High Schools Only: Academic and Career Planning

The following plan describes how the school incorporates students' academic and career planning, as well as promotes student course selection, so that a students' course of study is personally meaningful.

High Schools Only: Postsecondary Transition

The following plan describes school strategies for improving student readiness for the public postsecondary level based on an annual analysis of the **High School Feedback Report** (data.fldoe.org/readiness)

High Schools Only: Dropout Prevention Program

The following plan describes school programs designed to decrease the number of students leaving school without finishing and to increase the number of students who complete graduation requirements.

Teenage Parent Program: Available to pregnant or parenting teens. Participants must be enrolled in the approved curriculum which is provided and facilitated by the school nurse. Child care may be provided by Okaloosa-Walton Child Care Services.

Performance-Based Exit Option Model: Student curriculum may be adjusted to allow them to earn a State of Florida High School Performance-Based Diploma.

Add other, school-based, programs (such as credit recovery, SAT/ACT concurrent prep classes, EOC support courses, etc.) here

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.

- ✓ STAR Reading and Math: Students scoring at Achievement Level 3 or above
- ✓ STAR Reading and Math: Students scoring at or above Achievement Level 4

- ✓ STAR Reading and Math: Percent of students making learning gains
- ✓ STAR Reading and Math: Percent of students in lowest 25% making learning gains
- ✓ FSA Reading and Math: Students scoring at Achievement Level 3 or above
- ✓ FSA Reading and Math: Students scoring at or above Achievement Level 4
- ✓ FSA Reading and Math: Percent of students making learning gains
- ✓ FSA Reading and Math: Percent of students in lowest 25% making learning gains
- Florida Standards Alternative Assessment Reading and Math: Students scoring at Levels 4, 5 and 6
- Florida Standards Alternative Assessment Reading and Math: Students scoring at or above Level 7
- Florida Standards Alternative Assessment Reading and Math: Percent of students making learning gains
- ✓ WIDA ACCESS for ELLs 2.0: Students scoring proficient in listening/speaking
- ✓ WIDA ACCESS for ELLs 2.0: Students scoring proficient in reading
- ✓ WIDA ACCESS for ELLs 2.0: 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
- NGSSS Science Assessment: Students scoring at Achievement Level 3 or above (elementary and middle schools)
- NGSSS Science Assessment: Students scoring at or above Achievement Level 4 (elementary and middle schools)
- Florida Standards Alternative Assessment Science: Students scoring at Levels 4, 5 and 6
- Florida Standards 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
- ✓ FSA Writing: Percent of students meeting writing performance targets
- Florida Standards 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
- PSAT
- SAT and/or ACT
- AP/Dual Enrollment Performance and Course Selection
- Career and Technical Education (CTE) Performance and Course Selection
- ✓ Attendance: Overall school attendance rate
- ✓ Attendance: Students with excessive absences (10 or more)
- ✓ Attendance: Students with excessive tardies (10 or more)

- ✓ Suspension: School in-school suspension rate
- ✓ Suspension: School out-of-school suspension rate
- Graduation and/or dropout rate
- ✓ Parent involvement statistics
- ✓ PARCC or other progress monitoring formative and summative assessment results
- ✓ Climate survey results from parent, teacher and student respondents
- ✓ School Professional Learning Needs Surveys
- ✓ Teacher Professional Learning Plan (Deliberate Practice) areas of need identified by the principal
- ✓ Teacher certification and endorsement needs
- ✓ School safety reviews
- ✓ 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.

- ✓ Reading
- ✓ Writing
- ✓ Mathematics
- ✓ Science
- Civics (middle school only)
- U.S, History (high school only)
- ✓ Attendance
- ✓ Suspensions
- Dropout Prevention
- ✓ Parent Involvement
- ✓ 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 fell short of performance objectives and needed to be included in a school improvement goal, specifically in the areas of reading/ELA and mathematics.

- ✓ White
- ✓ Black

- ✓ Hispanic
- ✓ Asian
- ✓ American Indian
- ✓ English Language Learners
- ✓ Students With Disabilities
- ✓ Economically Disadvantaged

Summary of Areas Selected for Goal Development

Comprehensive data analysis resulted in the designation of the following areas as school improvement goals.

Schools must include at least two academic goals (one of which must be reading), a Parent Involvement goal, Behavior goal, and a goal guiding their use of Professional Learning Communities for teacher and staff training (See *District Template Expectations Document*)

1. Reading
2. Writing
3. Math
4. Professional Development
5. Parent Involvement
6. EWS – Early Warning System

ACADEMIC GOALS

Goal #1 of 6

Goal Topic: Reading/ELA

Needs Assessment: According to the school trend data since 2016 based on STAR Reading Screening Report FSA benchmarks, there is still a significant percent of students in need of interventions for reading at Bay Elementary School. In 2016-17, 11% were in need of intervention with 29% of these being identified as English Language Learners (ELL). In 2017-18, the percent of students in need of intervention increased to 43.2% based on the new WCSD Progress Monitoring Cut Scores. Of students in need of intervention, 26% were identified as ELL. (see chart below)

CURRENT VALUE OF STATISTIC: According to the STAR Reading Screening Report FSA benchmarks, 43.2% of students at Bay Elementary School were identified as being in need of intervention based on WCSD Progress Monitoring Cut Scores in May 2018. Of the students identified in need of interventions, 26% are identified as English Language Learners (ELL). (see chart below)

TARGET VALUE OF STATISTIC: By May 2019, the STAR Reading Screening Report FSA benchmarks will show a decrease in the percent of students in need of interventions to 33.2% or less. Of the students identified in need intervention, the ELL population need for interventions will decrease to 24% or less. (see chart below)

**STAR Enterprise Assessment Data –
Reading SPRING 2017 & 2018**

Bay Elementary School 3 Year Trend Data for English Language Arts <i>STAR Reading aligned with WCSD Progress Monitoring 2017-18 Cut Scores</i>								
	2016-17		2017-18			GOALS for 2018-19		
Grade	Need of Intervention	Need of Intervention Identified as ELL	Need of Intervention (#Students)	Percent of Need of Intervention are Identified as ELL (#students)	% on Grade Level or Above	Need of Intervention	Need of Intervention Identified as ELL	% on Grade Level or Above
K	14%	45%	30% (25)	24% (6)	70%	20% or less	20% or less	80% or more
1 st	17%	37%	35% (30)	40% (12)	65%	20% or less	19% or less	80% or more
2 nd	12%	33%	49% (60)	17% (10)	51%	25% or less	35% or less	75% or more
3 rd	6%	80%	45% (43)	37% (16)	55%	39% or less	12% or less	61% or more
4 th	7%	29%	57% (51)	12% (6)	43%	35% or less	32% or less	65% or more
Total	11%	42%	43.2%	26%	56.8%	33.2% or less*	24% or less*	72.2% or more

Objective #1: In grades K-4 students in need of interventions based on WCSD Progress Monitoring Guide will decrease to 33.2% or less.			
Strategies Designed to Meet Objective			
Strategy (Tier 1)	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
1. Language Arts Florida Standards (LAFS) will be effectively implemented in grades K-4. (Whole School)	1. All classroom teachers, school administration, and LLT	1. Ongoing throughout the school year (8/10/18-5/29/19)	1. Classroom observations by the administration which include, walkthroughs, documented lesson plans, PLPs, and Walton County's Teacher Appraisal System.
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)	2. All classroom teachers, school administration, and LLT	2. Ongoing throughout the school year (8/10/18-5/29/19)	2. Classroom observations by the administration including walkthroughs, documented lesson plans, Walton County's Teacher Appraisal System, and collaboration logs/agendas.
3. Reading instruction is embedded in science and social studies curriculum. (Whole School)	3. All classroom teachers, school administration, and the LLT	3. Ongoing throughout the school year (8/10/18-5/29/19)	3. Classroom observations by the administration including walkthroughs, documented lesson plans, Walton County's Teacher Appraisal System, and collaboration logs/agendas.
4. All K-4 students will participate and set goals in a school wide AR point incentive program.	4. All classroom teachers, school administration, and LLT	4. Ongoing throughout the school year (8/10/18-5/29/19)	4. STAR Enterprise AR reports, classroom observations by the administration including walkthroughs, student goals, and quarterly checks by grade level chairs.

5. All K-4 students will set individual goals in the Accelerated Reader Program (AR) throughout the school year that are updated frequently to promote self-directed learning. (Whole School- Individual Students)	5. All classroom teachers, Media Specialist and LLT	5. Ongoing throughout the school year (8/10/18-5/29/19)	5. STAR Enterprise AR reports, data chats, student goals, and quarterly checks by grade level and media specialist
6. All students in grades 1-4 will incorporate fiction and non-fiction texts into independent reading within the reading block to be monitored by the teacher using the Accelerated Reader program. (Whole School- Individual Students)	6. All classroom teachers, Media Specialist and LLT	6. Ongoing throughout the school year (8/10/18-5/29/19)	6. STAR Enterprise AR reports, data chats, student goals, and quarterly checks by grade level and media specialist
7. Student goals, curriculum pre-tests, and independent study activities will be provided to all students. (Small Group, Individual Student Target)	7. All classroom teachers, LLT, and school administration	7. Ongoing throughout the school year (8/10/18-5/29/19)	7. 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 5/29/19	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 a foreign country.	9. All classroom teachers, school administration	9. Ongoing throughout the school year (8/10/18-5/29/19)	9. Artifacts, classroom observations, and documented lesson plans

10. Webb's Depth of Knowledge questions will be integrated into all curriculum to increase critical thinking.	10. All classroom teachers, school administration	10. Ongoing throughout the school year (8/10/18-5/29/19)	10. Classroom observations, lesson plans, and artifacts
11. Students in the lowest 25 on FSA or STAR will be monitored consistently by teachers, district coaches, and school administration to ensure student growth.	11. Classroom teachers, district coaches, school administration	11. Ongoing throughout the school year (8/10/18-5/29/19)	11. Progress monitoring documentation, lesson plans, data chats, weekly formative/summative assessments, collaboration logs/agendas
12. Students in the lowest 25 on FSA will be assigned a staff mentor to provide on-going support.	12. Classroom teachers, district coaches, school administration	12. Ongoing throughout the school year (8/10/18-5/29/19)	12. Collaboration logs

Objective #2: *In grades K-4 students identified as English Language Learners in need of interventions based on the WCSD Progress Monitoring Guide will decrease to below 24% or less.*

Strategies Designed to Meet Objective

Strategy (Tier II and/or III)	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
1. Students identified in need of interventions or urgent interventions on the STAR Reading Screening Report based on FSA benchmark 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)	1. All classroom teachers, school administration	1. Ongoing throughout the school year (8/10/18-5/29/19)	1. STAR Enterprise, progress monitoring documentation, documented lesson plans, data chats, administrative walkthroughs
2. Progress monitoring will be ongoing with MTSS Team analyzing data for	2. All classroom teachers, School administration, MTSS Team, support from district	2. Bi-Weekly (Classroom Teachers, Administration, and MTSS Team)	2. STAR Enterprise, Progress monitoring documentation, weekly formative/summative assessments

progress/acceleration to determine if identified reading/writing academic gap is decreasing. (Whole School)	personnel (Literacy Coaches)		
3. 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, Reading A-Z (K-1), ReadyGen, Compass Learning, FCRR activities, Readers’ Theater, and writing/literacy games. (Small Group, Individual Student Target)	3. All classroom teachers, school administration, Resource teacher and Literacy Coach support	3. Ongoing throughout the school year (8/10/18-5/29/19)	3. Weekly formative/summative assessments, progress monitoring documentation, collaboration logs/agendas
4. Intensive Intervention groups will consist of six (6) or less students per group. (Small Group, Individual Student Target)	4. All classroom teachers, school administration, Resource teacher and Literacy Coach support	4. Ongoing throughout school year (8/10/18-5/29/19)	4. Collaboration logs/agendas, Progress monitoring documentation
5. Students will have the opportunity to move between Tiers based on performance data. (Whole School, Small Group, Individual Student Target)	5. All classroom teachers, School administration, MTSS Team	5. Ongoing throughout the school year (8/10/18-5/29/19)	5. STAR Enterprise, progress monitoring documentation, Weekly formative/summative assessments, and collaboration logs/agendas
6. English Language Learners will receive support daily in small group setting in addition to small reading groups.	6. Classroom teachers and ELL Instructional Aide	6. Ongoing throughout the school year (8/10/18-5/29/19)	6. Data documentation forms, STAR Reading, weekly formative/summative assessments, collaboration logs with ELL Instructional Aide

7. 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.	7. Reading interventionist, classroom teacher, and MTSS	7. Ongoing throughout the school year (8/10/18-5/29/19)	7. MTSS documentation, data documentation, and collaboration logs
8. Students in the lowest 25 on FSA or STAR will be monitored consistently by teachers, district coaches, and school administration to ensure student growth.	8. Classroom teachers, district coaches, school administration	8. Ongoing throughout the school year (8/10/18-5/29/19)	8. Progress monitoring documentation, lesson plans, data chats, weekly formative/summative assessments, collaboration logs/agendas
9. Students in the lowest 25 on FSA will be assigned a staff mentor to provide on-going support.	9. Classroom teachers, district coaches, school administration	9. Ongoing throughout the school year (8/10/18-5/29/19)	9. 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 (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 & ReadyGen	K-4	Technology, District and Peer Coaches	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, Literacy Leadership Team Chair
Webb's Depth of Knowledge Questioning	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
Reading PLC	K-4	Teacher Led/PLC Leader	Teacher Choice	Monthly	PLC Follow-up, progress monitoring, data charts, collaboration logs, walkthroughs	Administration, SIT Chairs, SAC, Literacy Leadership Team Chair
Grading and Common Assessments PLC	K-4	Teacher Led/PLC Leader	Teacher Choice	Monthly	PLC Follow-up, progress monitoring, data charts, collaboration logs, walkthroughs	Administration, SIT Chairs, SAC, Literacy Leadership Team Chair
English Language Learner PLC	K-4	Teacher Led/PLC Leader	Teacher Choice	Monthly	PLC Follow-up, progress monitoring, data charts, collaboration logs, walkthroughs	Administration, SIT Chairs, SAC, Literacy Leadership Team Chair
Writing PLC	K-4	Teacher Led/PLC Leader	Teacher Choice	Monthly	PLC Follow-up, progress monitoring, data charts, collaboration logs, walkthroughs	Administration, SIT Chairs, SAC, Literacy Leadership Team Chair

BUDGET FOR GOAL # 1 - ELA

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Imagine Learning	Technology Program for ELL	SIP Funds	\$500.00
			Subtotal: \$500.00
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: \$750.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Family Reading Night	Supplies, Materials and Resources	SIT Funds	\$300.00
			Subtotal: \$300.00
			Total: \$1,550.00

Goal #2 of 6

Goal Topic: Writing

Needs Assessment: According to the Florida State Assessment test in Spring 2018, data indicates a need to focus on writing instruction.

CURRENT VALUE OF STATISTIC: According to the FSA ELA Test in Spring 2018, only 69% of fourth grade students scored proficient as scoring a Level 3 or above. The average score in the writing subtest was a 5.33 out of 10 possible points which is 53%. Only 17% of students in fourth grade scored a 7-10 on the writing subtest.

TARGET VALUE OF STATISTIC: On FSA ELA Test in Spring 2019, the overall percentage of fourth grade students scoring proficient as indicated with a Level 3 or above will increase specifically in the average score of the writing subtest to 7.5 out of 10 possible points which is 75%. In addition, the percent of students scoring a 7-10 on the writing subtest will increase from 17% to 25% or more.

Grade 4 FSA ELA Spring Writing Subtest Data					
Grade 4 Writing Scores FSA ELA Spring 2018 <i>10 Possible Points</i>				2018-19 Goals	
% Students Scoring 10	2%	% Students Scoring 4	20%	Increase average score to 7.5 or higher	Increase percentage of students scoring 7, 8, 9, or 10 from 17% to 25% or more
% Students Scoring 9	1%	% Students Scoring 3	7%		
% Students Scoring 8	7%	% Students Scoring 2	2%		
% Students Scoring 7	7%	% Students Scoring 1	0%		
% Students Scoring 6	32%	% Students Scoring 0	1%		
% Students Scoring 5	21%	Average Score 5.33 out of 10			

Objective #1: *The average score of students in the Writing subtest on FSA ELA in Grade 4 at Bay Elementary School will increase to 7.5 out of possible 10 or 75%.*

Strategies Designed to Meet Objective

Strategy (Tier I)	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
1. K-4 Grades will implement a District Write pre-test at the beginning of each quarter to determine focus areas for writing instruction.	1. All classroom teachers, Literacy Leadership Team, Grade Level Chairs, School Administration	1. Ongoing quarterly throughout the entire year (8/10/18-5/29/19)	1. Classroom writing, District Write Scores, Grade Level Collaboration Notes, Student Artifacts
2. Language Arts Florida Standards (LAFS) will be effectively implemented in grades K-4. (Whole School)	2. All classroom teachers, school administration, and LLT	2. Ongoing throughout the school year (8/10/18-5/29/19)	2. Classroom observations by the administration which include, walkthroughs, documented lesson plans, PLPs, and Walton County's Teacher Appraisal System.
3. K-4 Grades will utilize common grade level writing rubrics when grading each writing assessment.	3. All classroom teachers, LLT, Grade Level Chairs, School Administration	3. Ongoing throughout the school year (8/10/18-5/29/19)	3. Common Rubrics, Classroom writing, Grade Level Collaboration Notes, Student Artifacts, data chats
4. All K-4 students will set individual writing goals based on pre-tests.	4. All classroom teachers, LLT, Grade Level Chairs, School Administration	4. Ongoing quarterly throughout the entire year (8/10/18-5/29/19)	4. Student goals, data chats, quarterly checks by grade level

Objective #2: *The percent of students scoring a 7-10 out of a possible 10 points on the FSA ELA Writing Subtest will increase from 17% to 25% or more.*

Strategies Designed to Meet Objective

Strategy (Tier I)	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
1. K-4 Grades will implement a District Write pre-test at the beginning of each quarter to determine focus areas for writing instruction.	1. All classroom teachers, Literacy Leadership Team, Grade Level Chairs, School Administration	1. Ongoing quarterly throughout the entire year (8/10/18-5/29/19)	1. Classroom writing, District Write Scores, Grade Level Collaboration Notes, Student Artifacts

2. Language Arts Florida Standards for Writing (LAFS) will be effectively implemented in grades K-4. (Whole School)	2. All classroom teachers, school administration, and LLT	2. Ongoing throughout the school year (8/10/18-5/29/19)	2. Classroom observations by the administration which include, walkthroughs, documented lesson plans, PLPs, and Walton County's Teacher Appraisal System.
3. K-4 Grades will utilize common grade level writing rubrics when grading each writing assessment.	3. All classroom teachers, LLT, Grade Level Chairs, School Administration	3. Ongoing throughout the school year (8/10/18-5/29/19)	3. Common Rubrics, Classroom writing, Grade Level Collaboration Notes, Student Artifacts, data chats
4. All K-4 students will set individual writing goals based on pre-tests.	4. All classroom teachers, LLT, Grade Level Chairs, School Administration	4. Ongoing quarterly throughout the entire year (8/10/18-5/29/19)	4. Student goals, data chats, quarterly checks by grade level

Professional Learning for Goal #2 - Writing

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
Writing Implementation Training	All Grades	Teacher Led/PLC Leader	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
Writing PLC	K-4	Teacher Led/PLC Leader	Teacher Choice	Monthly	PLC Follow-up, progress monitoring, data charts, collaboration logs, walkthroughs	Administration, SIT Chairs, SAC, Literacy Leadership Team Chair

BUDGET FOR GOAL #2 - Writing

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Write From the Beginning Curriculum	Write from the Beginning...and Beyond Setting the Stage, Narrative, Response to Literature, Response to Text, Expository/Informative, Argumentative	SIP	\$580.00
			Subtotal: \$580.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Write From the Beginning Training Guides	Write from the Beginning...and Beyond Setting the Stage, Narrative, Response to Literature, Response to Text, Expository/Informative, Argumentative	SIP	\$645.00
			Subtotal: \$645.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0.00
			Total: \$1,225.00

Goal #3 of 6

Goal Topic: STEM

Needs Assessment: According to the school trend data since 2016 based on STAR Math Screening Report based on FSA benchmarks, there is still a significant percent of students in need of interventions for math at Bay Elementary School. In 2016-17, 21% were in need of intervention. In 2017-18, the percent of students in need of intervention increased to 26%. According to the Walton County School District’s MTSS Plan, schools should have no more than 1-5% of students in need of urgent intervention and no more than 5-10% in need of intervention, which indicates below grade level. Bay Elementary School’s data indicates we are significantly above this with 26% total in need of intervention. Of these in need of intervention, 9% are in need of urgent intervention (Tier 3) and 15% are in need of intervention (Tier 2). Though Bay Elementary School is currently not tested by FDOE on 5th Grade Science, instruction and student performance in Science is important for Bay’s feeder school, Emerald Coast Middle School.

CURRENT VALUE OF STATISTIC: According to the **STAR Math** Screening Report based on FSA benchmarks, 26% of students at Bay Elementary School were identified as being in need of intervention or urgent intervention in May 2018. The **5th Grade Science** data for our feeder school, Emerald Coast Middle School, decreased from 69.3% of students score a level 3 or above in 2016-17 to 67.7% in 2017-18.

TARGET VALUE OF STATISTIC: By May 2019, the **STAR Math** Screening Report based on FSA benchmarks will show a decrease in the percent of students in need of interventions or urgent interventions to below 15% or less of the student population. The **5th Grade Science** data for our feeder school, Emerald Coast Middle School, will increase to 68.5% or more of students scoring a level 3 or above in 2019-20.

STAR Enterprise Assessment Data – Math SPRING 2017 & 2018

Trend Data for Math – STAR Math based on FSA benchmarks at Bay Elementary School							5 th Grade Science State NGSSS for Feeder School					
2016-17		2017-18		GOALS for 2018-19		2016-17		2017-18		GOALS for 2019-20		
Grade	% on Grade Level or Above	% of Students in Need of Intervention	% on Grade Level or Above	% of Students in Need of Intervention (Urgent)	% on Grade Level or Above	% of Students in Need of Intervention	% of Students on Grade Level or Above		% of Students on Grade Level or Above		% of Students on Grade Level or Above	
1 st	74%	26%	77%	23% (6%)	85% or more	15% or less	5 th Gr	69.3%	5th	67.7%	5th	68.5%
2 nd	83%	17%	66%	34% (13%)	85% or more	15% or less						
3 ^d	82%	18%	82%	18% (5%)	85% or more	15% or less						
4 th	77%	23%	72%	28% (11%)	85% or more	15% or less						
Total	79%	21%	74%	26% (9%)	85% or more	15% or less						

Objective #1: <i>The percent of students in Grades 1-4 at Bay Elementary School scoring at or above Benchmark on the STAR Math Screening Report based on FSA benchmarks will increase to 85% or above</i>			
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 (8/10/18-5/29/19)	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 (8/10/18-5/29/19)	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 (8/10/18-5/29/19). 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. Teachers will utilize daily warm up math problems. (Whole School)	5. All classroom teachers, school administration	5. Ongoing throughout the school year (8/10/18-5/29/19)	5. Classroom observations of administrative walkthroughs, Documented weekly lesson plans
6. Teachers will utilize Eureka Math for planning instruction aligned to Math Florida Standards (MAFS).	6. All classroom teachers, school administration	6. Ongoing throughout the school year (8/10/18-5/29/19)	6. Classroom observations of administrative walkthroughs, Documented weekly lesson plans

(Whole School)			
7. 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 foreign country.	7. All classroom teachers, school administration	7. Ongoing throughout the school year (8/10/18-5/29/19)	7. Artifacts, classroom observations, and documented lesson plans
8. SLT will partner and plan with the parent organization a Family STEM Night for students K-4.	8. SLT and Classroom teachers	8. By 5/29/19	8. Student participation, parent survey, teacher feedback, SLLT reflections, surveys
9. STEM Interdisciplinary Units will be implemented once each nine-week term for all students. (Whole School)	9. All classroom teachers, SLT, school administration	9. By 5/29/19	9. Lesson plans, Collaboration logs/agendas, Administrative walkthroughs
10. Students will receive differentiated math instruction to remediate/enrich through small group instruction that relies on evidence based interventions. (Small Group, Individual Student Target)	10. All classroom teachers, school administration MTSS Team, support from resource teacher	10. Ongoing throughout the school year (8/10/18-5/29/19)	10. STAR Enterprise, Progress monitoring documentation, Documented lesson plans, Data chats, Classroom observations of administrative walkthroughs
11. Instruction 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.	11. All classroom teachers, school administration	11. Ongoing throughout the school year (8/10/18-5/29/19)	11. STAR Enterprise, Progress monitoring documentation, Weekly formative/summative assessments, Collaboration logs/agendas

(Whole School, Small Group, and Individual Student Target)			
12. All grade levels will participate in STEM Night with a STEM project	12. Classroom teachers, administration, STEM Chair	12. By 5/29/2019	12. Lesson plans, collaboration logs, grade level logs
13. Students in the lowest quartile on FSA and STAR will be monitored consistently by teachers, district coaches, and school administration to ensure student growth.	13. Classroom teachers, district coaches, school administration	13. Ongoing throughout the school year (8/10/18-5/29/19)	13. Progress monitoring documentation, lesson plans, data chats, weekly formative/summative assessments, collaboration logs/agendas
14. Students in the lowest quartile on FSA will be assigned a staff mentor to provide on-going support.	14. Classroom teachers, district coaches, school administration	14. Ongoing throughout the school year (8/10/18-5/29/19)	14. Collaboration logs
Objective #2: <i>Students in need of urgent interventions and interventions will decrease from 26% to 15% or less by May 2019</i>			
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 remediate/enrich through 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 (8/10/18-5/29/19). 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
2. Progress monitoring will be ongoing to determine if a math academic gap is decreasing.	2. All classroom teachers, school administration MTSS Team, resource teacher and math coach support	2. Ongoing throughout the school year (8/10/18-5/29/19)	2. STAR Enterprise, Progress monitoring documentation, Weekly formative/summative assessments, Collaboration logs/agendas

(Whole School, Small Group, and Individual Student Target)			
3. Students in the lowest 25 on FSA and STAR will be monitored consistently by teachers, district coaches, and school administration to ensure student growth.	3. Classroom teachers, district coaches, school administration	3. Ongoing throughout the school year (8/10/18-5/29/19)	3. Progress monitoring documentation, lesson plans, data chats, weekly formative/summative assessments, collaboration logs/agendas
4. Students in the lowest 25 on FSA will be assigned a staff mentor to provide on-going support.	4. Classroom teachers, district coaches, school administration	4. Ongoing throughout the school year (8/10/18-5/29/19)	4. Collaboration logs
Objective #3: <i>Students demonstrating achievement on grade level or above on the 2020 5th Grade NGSSS State Standardized test will increase to 68.5% or higher.</i>			
Strategies Designed to Meet Objective			
Strategy (Tier 1)	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
1. Students will receive explicit Science Instruction based on Florida Standards in all grade levels a minimum of 150 minutes each week. (Whole School)	1. All classroom teachers, school administration STEM Team	1. Ongoing throughout the school year (8/10/18-5/29/19).	1. Lesson plans, progress monitoring documentation, data chats, weekly formative/summative assessments, collaboration logs/agendas
2. Teachers and students will participate in learning activities on Study Island on a weekly basis. (Grades 3-4)	2. Classroom teachers, school administration, STEM Team, District Digital Coach	2. Ongoing throughout the school year (8/10/18-5/29/19)	2. Study Island reports to monitor participation and student performance, Progress monitoring documentation, Weekly formative/summative assessments, Collaboration logs/agendas

Professional Learning for Goal #3 - 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
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
Webb's Depth of Knowledge Questioning	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
Grading and Common Assessments PLC	K-4	Teacher Led/PLC Leader	Teacher Choice	Monthly	PLC Follow-up, progress monitoring, data charts, collaboration logs, walkthroughs	Administration, SIT Chairs, SAC, Literacy Leadership Team Chair

BUDGET FOR GOAL #3 - STEM

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Hands-on Resources	Resources to align with new Science Curriculum	SIP	\$1000.00
			Subtotal: \$1000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
STEM Hands-on Resources	Supplies & Hands-on Instructional Resources	SIP	\$475.00
			Subtotal: \$475.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
STEM Family Night	Supplies, materials, and resources	SIP	\$500.00
			Subtotal: \$500.00
			Total: \$1,975.00

DISTRICT ALIGNMENT GOALS

Goal # 4 of 6

Goal Topic: Professional Development

Needs Assessment: To support teachers and staff learning through formal and informal professional development.

Corroborating Data Source(s) and/or Narrative: Educational best practices identify the need for teachers to have a support system and on-going professional development. Not only is this best practice, it is a requirement of the AdvanceED Accreditation System. New teacher surveys were conducted to identify areas of need.

Current value of statistic: 100% of new teachers were surveyed in April 2018. Nine new teachers joined Bay’s staff during the 2017-18 school year. Only 77% were assigned an official mentor. Of those assigned mentors, 22% met weekly, 11% met monthly, 33% met often, 33% met rarely and 11% did not meet with their mentor at all. All new teachers received a checklist from a mentor other personnel to guide them as a new teacher. Training in specific content areas was also addressed with 66% trained in ELA Curriculum, 44% trained in Math Curriculum, 22% in Science Curriculum, 33% in Social Studies Curriculum and 44% in Technology. The survey also indicated that new teachers received the most support from Administration, Grade Level Team and Office Staff. Only 66% of new teachers indicated they received support from their mentors. In addition, only 66% of new teachers participated in a Professional Learning Community during 2017-18.

Target value of statistic: On the April 2019 New Teacher Survey for Bay Elementary School, 100% of new teachers will be assigned a mentor. Mentors will meet with new teachers a minimum of monthly. 100% of new teachers will be trained in ELA, Math, Science, Social Studies and Technology Curriculum. Mentor and Grade Level Chair support will increase to 100%. By May of 2019 100% of instructional staff members, including new teachers, will participate in a PLC.

Objective #1: Professional Learning Communities 100% of Instructional Staff will participate in a PLC

Strategies Designed to Meet Objective

Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
1. Monthly school wide PLC meetings to support instructional strategies and student learning.	1. Classroom teachers, administration, PLF	1. By 5/29/2019	1. PLC logs, agendas,
2. Weekly grade level meetings to include strategies, data gathering and student learning on instructional strategies	2. Classroom teachers, administration	2. Ongoing throughout the school year (8/10/18-5/29/19)	2. Grade Level Collaboration/Meeting agendas

learned from the school wide PLC			
Objective #2: New Teacher Program: 100% of new teachers will meet with mentors as specified in the target value of statistic above.			
Strategies Designed to Meet Objective			
Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
1. Assign mentors to new teachers.	1. Administrator	1. Ongoing throughout the school year (8/10/18-5/29/19)	1. Collaboration logs/ agendas, New Teacher Survey
2. Provide weekly support to new teachers through the New Teacher Support Team.	2. Mentors and New Teachers	2. Ongoing throughout the school year (8/10/18-5/29/19)	2. Collaboration logs/ agendas, New Teacher Survey
3. Quarterly meetings to support the mentorship process.	3. Mentors and New Teachers, TST Members, Administrator	3. Ongoing throughout the school year (8/10/18-5/29/19)	3. Collaboration logs/ agendas, New Teacher Survey
4. Mid-year new teachers will be assigned a mentor.	4. Administrator and TST Chair	4. Ongoing throughout the school year (8/10/18-5/29/19)	4. Collaboration logs/ agendas, New Teacher Survey
5. New teachers will be trained in all curriculum areas.	5. Mentors, Grade level chairs, District Coaches	5. Ongoing throughout the school year (8/10/18-5/29/19)	5. Collaboration logs/ agendas, New Teacher Survey

Professional Learning for Goal #4 - 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 School Certification	All Grades	STEM Teacher & Admin	School Wide and Grade Level	Monthly Meetings, Grade Levels	Progress monitoring documentation, Data Charts, Collaboration Logs/agendas	Administration, STEM Teacher
Webb's Depth of Knowledge Questioning	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
Reading PLC	K-4	Teacher Led/PLC Leader	Teacher Choice	Monthly	PLC Follow-up, progress monitoring, data charts, collaboration logs, walkthroughs	Administration, SIT Chairs, SAC, Literacy Leadership Team Chair
Assessments and Common Grading PLC	K-4	Teacher Led/PLC Leader	Teacher Choice	Monthly	PLC Follow-up, progress monitoring, data charts, collaboration logs, walkthroughs	Administration, SIT Chairs, SAC, Literacy Leadership Team Chair
Writing Implementation Training	All Grades	Teacher Led/PLC Leader	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
Writing PLC	K-4	Teacher Led/PLC Leader	Teacher Choice	Monthly	PLC Follow-up, progress monitoring, data charts, collaboration logs, walkthroughs	Administration, SIT Chairs, SAC, Literacy Leadership Team Chair

BUDGET FOR GOAL #4 - PLC

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: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Instructional resources for new teachers	Manipulatives, classroom enrichment, student supplies	SIT Funds	\$645.00
			Subtotal: \$645.00
			Total: \$645.00

ADDITIONAL SCHOOL GOALS

Goal # 5 of 6			
Goal Topic: Parent Involvement			
<p>Needs Assessment: Educational best practices identify parent involvement in the school as one of the most effective methods of promoting student achievement. The 2017-18 School Improvement Team meeting logs indicated the addition of parent involvement in implementing reading goals, STEM 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. 10% of Bay Elementary School’s student population are English Language Learners (ELL) and currently no parent involvement plan is in place for this subgroup.</p> <p>CURRENT VALUE OF STATISTIC: The 2017-18 School Improvement Team meeting logs indicated the addition of parent involvement in implementing reading goals, STEM goals, and finalizing the plan. Sign-in sheets showed eight parent signatures on the Literacy Leadership Team, STEM Leadership Team, and on the School Improvement Team in finalizing the plan. In addition to the current statistic, in late 2017-18 we began building a School Advisory Council to support our continual school improvement process. During the 2017-18 school year the need to increase parental involvement from the ELL subgroup became evident in that there was no plan.</p> <p>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. By May 2019, sign-in sheets will show an increase in parent and stakeholder participation by 10%. By May 2019, Bay will host an informational parent night for the ELL subgroup.</p>			
Objective #1: By May 2019, Bay Elementary will strengthen their partnership with parents and stakeholders in all aspects of the school.			
Strategies Designed to Meet Objective			
Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
<p>1. Provide regular, meaningful communication with parents and community stakeholders through:</p> <ul style="list-style-type: none"> • School Website • Bay Breeze Newsletters • Classroom Newsletters • Parent/teacher Conferences 	<p>1. Classroom teachers and staff, administration, SELT Team</p>	<p>1. Ongoing throughout the school year (8/10/18-5/29/19)</p>	<p>1. Parent feedback, school website/newsletters, climate survey results, parent/volunteer sign in documentation</p>

<ul style="list-style-type: none"> • School Marquee Shots • Parent/Student Handbook • Social Media • Remind 101 			
<p>2. Provide multiple opportunities for parent/stakeholders to become involved in Bay's active school culture by participating in:</p> <ul style="list-style-type: none"> • Open House • Scholastic Book Fair • Fun Run • Donuts with Dad (K-1) • Muffins with Mom (K-1) • Sweets with Santa • Veterans Day Program • Publix Math Night • Thanksgiving Feast • Dad's Day (state initiative) • School wide Interdisciplinary Study 	<p>2. Bay Boosters, classroom teachers and staff, school administration</p>	<p>2. Ongoing throughout the school year (8/10/18-5/29/19)</p>	<p>2. Parent Feedback, school website/newsletters, climate survey results, parent/volunteer sign in documentation</p>
<p>3. Promote parental responsibility by increasing curriculum and academic awareness to:</p> <ul style="list-style-type: none"> • Encourage parent participation in FOCUS (WCSD) on-line parent portal • Communicate and distribute students' progress/report cards 	<p>3. Classroom teachers and staff, school administration, SELT Chair, and Bilingual Aide</p>	<p>3. Ongoing throughout the school year (8/10/18-5/29/19)</p>	<p>3. Parent feedback, sign-ins, agenda minutes, and volunteer hour log</p>

<ul style="list-style-type: none"> • For 3rd & 4th grade provide quarterly award ceremonies • Provide helpful, informational materials for parents • Host an open house to inform parents and increase awareness of classroom policies, procedures, and academic content <p>Encourage ELL student parent participation in all activities</p>			
<p>4. Parent Representatives will be a part of the School Improvement Leadership Teams.</p>	<p>4. School Improvement Chair, administrator</p>	<p>4. Ongoing throughout the school year (8/10/18-5/29/19)</p>	<p>4. SIP, meeting sign-ins and parent feedback</p>
<p>5. Parent Representatives will contribute to the development and implementation of the School Improvement Plan.</p>	<p>5. School Improvement Chair, administrator</p>	<p>5. Ongoing throughout the school year (8/10/18-5/29/19)</p>	<p>5. SIP, meeting sign-ins and parent feedback</p>
<p>6. Parent Representatives will attend School Improvement Team Meetings.</p>	<p>6. School Improvement Chair, administrator</p>	<p>6. Ongoing throughout the school year (8/10/18-5/29/19)</p>	<p>6. SIP, Meeting Sign-ins and Parent Feedback</p>
<p>7. Parents will be involved in Family Reading Night, Family STEM Night, and Family ELL Night.</p>	<p>7. School Improvement Chair, administrator, LLT Chair, STEM Chair</p>	<p>7 Ongoing throughout the school year (8/10/18-5/29/19)</p>	<p>7. SIP, Meeting Sign-ins and Parent Feedback</p>

Professional Learning for Goal #5 - 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 #5 - Parent

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: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Volunteer Recognition	Supplies for Student-Generated Gifts of Appreciation	SIP	\$300.00
Family ELL Night	Supplies and resources	SIP	\$300.00
			Subtotal: \$600.00
			Total: \$600.00

Goal # 6 of 6**Goal Topic: Early Warning Systems – Behavior & Attendance**

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

CORROBORATING DATA SOURCE(S) AND/OR NARRATIVE:

FOCUS provides an early warning system report which correlates key indicators that may impact student learning. Based on FOCUS EWS data, Bay Elementary School will track students identified in the EWS.

CURRENT VALUE OF STATISTIC: Bay Elementary School FOCUS EWS data from 2017-18 indicated 7 students who exhibit two or more early warning indicators. Bay Elementary School FOCUS Office Referral Data from 2017-18 indicated 33 office referrals for students in grades K-4. Data also indicates 38 students with attendance below 90%.

TARGET VALUE OF STATISTIC: FOCUS Office Referral Data for 2018-19 school year will show a decrease in the number of referrals to 23 or less. The number of students with attendance below 90% will decrease from 38 to 31.

Grade Level	2017-18 Data from FOCUS		2018-19 Goals	
	# of Referrals	# of Students w/Attendance below 90%	# of Referrals	Students w/Attendance below 90%
Kindergarten	2	11	1	9
First Grade	2	7	1	5
Second Grade	8	4	6	3
Third Grade	7	5	5	5
Fourth Grade	14	11	10	9
TOTAL	33	38	23	31

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:	7 (2 are identified as within the lowest 25)	
Kindergarten	11	• Attendance below 90%
	1	• One or more suspensions, in school or out of school
	1	• Course failure in ELA or math;
	0	• Level 1 on statewide, standardized assessments in ELA or Math
Grade 1	7	• Attendance below 90%
	0	• One or more suspensions, in school or out of school
	4	• Course failure in ELA or math;
	0	• Level 1 on statewide, standardized assessments in ELA or Math
Grade 2	4	• Attendance below 90%
	2	• One or more suspensions, in school or out of school
	5	• Course failure in ELA or math;
	0	• Level 1 on statewide, standardized assessments in ELA or Math
Grade 3	5	• Attendance below 90%
	2	• One or more suspensions, in school or out of school
	1	• Course failure in ELA or math;
	9	• Level 1 on statewide, standardized assessments in ELA or Math
Grade 4	11	• Attendance below 90%
	3	• One or more suspensions, in school or out of school
	1	• Course failure in ELA or math;
	15	• Level 1 on statewide, standardized assessments in ELA or Math

Objective #1: Students will understand the importance of positive behavior within a classroom which will be measured by a decrease of discipline referrals from 33 to 23 or less.			
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 (8/10/18-5/29/19)	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 (8/10/18-5/29/19)	2. Agendas/sign-in sheets for PD Days
3. Teachers will implement a positive behavior system within all classrooms.	3. SELT Team, administration, teachers/staff members	3. Ongoing throughout the school year (8/10/18-5/29/19)	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 (8/10/18-5/29/19)	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 (8/10/18-5/29/19)	5. Agendas, lesson plans, Counselor lesson plans
Objective #2: Students with attendance below 90% will decrease from 38 to 31.			
Strategies Designed to Meet Objective			
Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used

1. Communication through school newsletter, school website, teacher communication, and attendance letters.	1. Administration, teachers	1. Ongoing throughout the school year (8/10/18-5/29/19)	1. MIS/FOCUS data, ongoing parent communication
2. Students with 10 or more days absent, will be referred to MTSS for support.	2. SELT, MTSS Team, administration, teachers/staff members	2. Ongoing throughout the school year (8/10/18-5/29/19)	2. MIS/FOCUS data, office sign-in sheets, MTSS agendas/documentation
3. Implement student rewards for perfect attendance.	3. SELT Team, school counselor, administration, teachers/staff members	3. Ongoing throughout the school year (8/10/18-5/29/19)	3. MIS/FOCUS data, office sign-in sheets

Professional Learning for Goal # 6 - EWS

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 2018-May 2019	SELT meeting agendas, Student Reports (Focus)	Administration, SELT Team, School Counselor
Comprehensive School Counseling Program	All Grades	PLF, School Counselor	All Staff	August 2018-May 2019	SELT meeting agendas, Student Reports (Focus), School Counselor's Lesson Plans	School Counselor, Administration
Teacher/Staff Training	All Subjects/Grades	PLF, Administration, MTSS Team, SELT Team	All Staff	August 2018-May 2019	Communication logs, MTSS logs, SELT logs	Administration, SELT Team, Teachers, MTSS Team

BUDGET FOR GOAL # 6 - EWS

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: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0.00
			Total: \$500.00

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 B BA – Bachelor of Arts BAT – Benchmarks for Advanced Tiers BCBA – Board Certified Behavior Analyst BS – Bachelor of Science C CAC – Child Advocacy Center</p>	<p>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</p>	<p>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 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 ESSA – Every Student Succeeds Act ESY – Extended School Year</p>
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<p>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 FDOE – 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 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</p>	<p>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 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</p>	<p>L LEA – Local Education Agency LEP – Limited English Proficient LIIS – Local Instructional Information System LOA – Leave of Absence 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 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 NRT – Norm Referenced Test NSDC – National Staff Development Council NWFSC – Northwest Florida State College</p>
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<p>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</p>	<p>R READ – Reading Enhancement and Acceleration Development RLT – Reading Leadership Team 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</p>	<p>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 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 WIDA – World Class Instructional Design Assessment WISE – Walton Initiatives for Success in Education WVS – Walton Virtual School</p>
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