

**FLORIDA DEPARTMENT OF EDUCATION  
&  
THE MANATEE COUNTY SCHOOL DISTRICT**



**School Improvement Plan (SIP)  
Form SIP-1  
Title I Elementary Schools**



## 2012-2013 SCHOOL IMPROVEMENT PLAN

### PART I: SCHOOL INFORMATION

School Name: Bayshore Elementary	District Name: Manatee County
Principal: Annette Codelia	Superintendent: Dr. David Gaylor (interim)
SAC Chair: Bee Vang	Date of School Board Approval:

#### **Student Achievement Data:**

The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

#### **Additional Requirements**

##### ***Coordination and Integration-Title I Schools Only***

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A: Services are provided to ensure students requiring additional remediation are assisted through after-school programs and summer school, 21 <sup>st</sup> Century and Remediation/Acceleration, and SES Services.
Title I, Part C- Migrant: The Migrant Liaison provides services and support to students and parents. The Liaison coordinates with Title 1 and other programs to ensure that student needs are met.
Title I, Part D N/A
Title II N/A

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Title III: Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. An ESOL teacher has been hired and two paraprofessionals are focused almost solely on ESOL student success
Title X- Homeless: The district Homeless Social Worker provides resources for students identified as homeless under the McKinney Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI)
Violence Prevention Programs: Bayshore offers a non-violence and anti-drug program to students involving character education and social skills. The program is sponsored by the Manatee County Sheriff’s Office. We also subscribe to the Positive Behavior Support program sponsored by the district office.
Nutrition Programs
Housing Programs
Head Start
Adult Education – Parents are invited to participate in the Rosetta Stone program during our 21 <sup>st</sup> Century Afterschool hours with our Parent Liaison, to study English.
Career and Technical Education
Job Training
Other

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

<b>School-Based MTSS/RtI Team</b>
Identify the school-based MTSS Leadership Team. <b>Principal/AP/MTSS Specialist/Teacher Leader/Literacy and Math Specialists/ESE teacher/Guidance Counselor/ESOL Specialist</b>
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The MTSS (a.k.a. School Based Leadership Team) will meet with the School Advisory Council (SAC) and principal to develop the SIP. The MTSS Leadership Team will meet on a weekly basis to discuss Tier 1 issues based upon data to solve problems and integrate academic behavioral instruction and intervention. The team will examine targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction; facilitate the development of systemic approaches to teaching; and align processes and procedures. Based upon the outcome of these meetings, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions,

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<p>and practice new processes and skills.</p> <p>Data team meetings (GROW meetings) will be conducted every two weeks with grade level teams during designated planning times. These meetings will be facilitated by the MTSS Leadership Team to focus on interventions and data tracking, most closely on students in need of Tier 2 interventions. Based upon the results of these meeting, the integrated instruction and intervention will be delivered to students in varying intensities based on student needs.</p> <p>On a weekly basis, the RtI Problem Solving team will further address students with Tier 3 issues that will involve more intense services involving in many cases the school psychologist, social worker, and district ESE specialist. Academic and behavioral interventions will be examined, revised, and tracked.</p>
<p>Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? The MTSS Team will meet with the SAC to help develop the SIP. The team will provide data regarding Tier 1, 2, and 3 targets and will help set clear expectations for instruction.</p>
<p><b>MTSS Implementation</b></p>
<p>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. Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), FCAT, SuccessMaker. Progress Monitoring: PMRN, FAIR, FCAT Simulation, SuccessMaker, V Port, Running Records (quarterly). Midyear: Teacher’s College Comprehensive Assessment Reading assessment (CAR), SuccessMaker. End of year: FAIR, CAR, FCAT Data Analysis: Every two weeks with monitoring in data folders and on school-created data wall.</p>
<p>Describe the plan to train staff on MTSS. The initial 2012-13 training will take place during the first month that teachers return. Follow up training will be conducted after the first quarter of school. A reflective training will take place at the end of the school year to evaluate the process and outcomes of the MTSS model at our school. The MTSS team will also evaluate additional professional learning needs during the weekly MTSS meetings. Professional development will be provided during weekly “Bayshore University” sessions and common planning time.</p>
<p>Describe plan to support MTSS. Reflective conversations and surveys will be conducted by administrators to ensure that the plan is supported and changed as needed.</p>

***Literacy Leadership Team (LLT)***

<p><b>School-Based Literacy Leadership Team</b></p>
<p>Identify the school-based Literacy Leadership Team (LLT). The Literacy Leadership Team has two branches: Reading Demonstration Team and Writing Demonstration Team. Literacy Team Leaders include: Darlene Sharts (primary focus) and Tori Hicks (intermediate focus – including Literacy through Math). Also included on the team are the Principal, AP, and MTSS Specialist.</p>

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<p>Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).</p> <p>Reading Demonstration Team:</p> <p>Each grade level will have one representative who is willing to open his/her classroom to show expertise and effort in a component of the English Language Arts block. Intervisitations (Instructional Rounds) will be arranged for teachers to view and participate in classes with colleagues. Action research will be part of these visits.</p> <p>Writing Demonstration Team:</p> <p>Again, one person on each grade level will participate on this team. Several teachers have been trained by a consultant and have created writing units based on State Standards and our District Writing Road Map. They will participate and facilitate in the weekly “Bayshore University” track of professional learning that will take place before school. Team members will continue to train teachers on how to use the unit plans on their grade levels, and invite them to participate in instructional rounds during the writing block. Writing continues to be a schoolwide focus with this team leading the charge, especially as we move toward writing as a response to reading in all content areas (Common Core Standards).</p>
<p>What will be the major initiatives of the LLT this year? The teams plan to work toward reaching the SIP goals by implementing instruction that is balanced and differentiated to meet the needs of all students. A balanced approach to English Language Arts will be the key to deciding which Tier 1, 2, and 3 strategies and interventions will be most effective. The LLTs will help teachers understand the Reading and Writing blocks using the Learning Focused Research Based framework (gradual release) as they complete Units and Lesson Plans.</p>

***Lesson Study***

Lesson Study
Identify the Lesson Study Plan for your school
Describe how the Lesson Study Plan will be implemented
What will be the major initiatives of the Lesson Study Plan this year?

***\*Elementary Title I Schools Only: Pre-School Transition***

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

<p>Parents of preschool children who are transitioning from our VPK and other local early childhood programs are invited to a Back to School night in August. During the evening, teachers will provide an orientation and tour of the school curriculum and facilities. Parents will also be invited to a “Kinder Coffee” on the first day of school to discuss questions and develop a social network of support.</p>
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**PART II: EXPECTED IMPROVEMENTS**

**Goals**

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Goals (Subject)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>Reading:</p> <p>A minimum of 63% (224) of students will be proficient in reading on the 2013 FCAT (Level 3 or above).</p> <p>A minimum of 65% of all students will make learning gains in reading.</p> <p>A minimum of 70% of the lowest quartile will make learning gains in reading.</p>	<p>Differentiating instruction for all students, including medium to higher level students.</p>	<p>Provide acceleration, remediation and enrichment block of time every day, including after school programs, Saturday School and SuccessMaker and LLI. Teachers will provide enrichment activities that encourage higher level thinking – Common Core Standard #10: Read and comprehend complex literary and informational texts independently and proficiently. Re-examine Tier 1, 2, and 3 instruction in the 90-minute ELA</p>	<p>School Based Leadership Team, Problem Solving Team, Classroom Teachers, Afterschool Teachers</p>	<p>List students and strands where deficiency exists, conduct intervention programs, progress monitor and discuss during bi-weekly data meetings, provide assessments at appropriate intervals.</p> <p>Walkthroughs PLCs Reflections with Leadership and RtI teams</p>	<p>Voyager V-Port, FAIR, CARS Assessment, Words Their Way, SuccessMaker, End of Unit tests, Informal Assessments, CELLA</p>

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		block. Focus on GRR with assessment prompts and common assessments. Use of the Comprehension Toolkit, Words Their Way, and Guided Reading with leveled readers.			
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*\*Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

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\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Goals (Subject)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>Math:</p> <p>A minimum of 64% (227)of students will be proficient in math on the 2013 FCAT (Level 3 or above).</p> <p>A minimum of 71% of all students will make learning gains in math.</p> <p>A minimum of 75% of the lowest quartile will make learning gains in math.</p>	<p>Differentiating instruction for all students, including medium to higher level students.</p>	<p>Provide acceleration, remediation and enrichment block of time every day, including after school programs and Saturday School and SuccessMaker.</p> <p>Develop the 8 Standards for Mathematical Practice.</p> <p>Re-examine Tier 1, 2, and 3 instruction in the Math block.</p> <p>Focus on GRR with</p>	<p>School Based Leadership Team, Problem Solving Team, Classroom Teachers, Afterschool Teachers</p>	<p>List students and strands where deficiency exists, conduct intervention programs, progress monitor and discuss during bi-weekly data meetings, provide assessments at appropriate intervals.</p> <p>Walkthroughs PLCs Reflections with Leadership and RtI teams</p>	<p>District Benchmarks, Pre and Post Tests in Math Series, Weekly common assessments from Core Series, SuccessMaker, Informal Assessments, Math Journals, CELLA</p>

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		assessment prompts and common assessments. Use Go Math with road map structures, remediation resources, and math literacy center games, with a special focus on enrichment of middle to high performing students.			
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*\* Explain your school’s goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

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*\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Goals (Subject)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Writing: A minimum of 75% of students will be proficient in writing on the 2013 FCAT (Level 3 or above).	The English Language Learner population continues to grow, presenting challenges, especially in the area of writing with conventions in mind.	Small group instruction with a school-wide emphasis on Writing Workshop and responding to reading in the form of writing. Teachers will participate in one quarter of professional development on a weekly basis.	School Based Leadership Team, Problem Solving Team, Classroom Teachers, Demonstration Team members, Afterschool Teachers	Classroom walkthroughs, Data Folders, Fidelity with use of rubrics, Grade-level PLCs.	Weekly grade level writing, monthly school-wide/district-wide assessments and assignments.  Writing Workshop Portfolios

*\* Explain your school’s goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*



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\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Goals (Subject)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><b>Science:</b> A minimum of 42% of 4<sup>th</sup> Grade students will be proficient in writing on the 2013 FCAT.</p>	<p>Teachers do not feel that they have enough time to teach science adequately school-wide</p>	<p>Teachers will follow the Manatee Core Curriculum maps for teaching science. We will incorporate a STEM lab into our Specials rotation. Teachers will use non-fiction Science materials within their Reading and Writing blocks of time.</p>	<p>School Leadership Team (MTSS) Math/Science Committee STEM Coordinator</p>	<p>Classroom Walkthroughs, Reviewing of lesson plans, reflections in grade-level PLCs</p>	<p>District Benchmarks, Curriculum Assessments</p>

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Goals (Subject)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>Attendance: The number of students with excessive absences and tardies will be reduced by 10%.</p>	<p>Parent understanding that good attendance is important as it impacts student achievement. In addition, parent understanding that arriving to school on time is important to academic success as well.</p>	<p>School Social Worker will closely monitor students who are consistently absent and/or tardy. School Social Worker and/or Guidance Counselor will make parent contact and offer resources, assistance, and encouragement in order to increase punctuality and attendance when school is in session. School Social Worker and/or Guidance Counselor will implement attendance/punctuality incentives program by working with those individual</p>	<p>School Social Worker  School Guidance Counselor</p>	<p>Review of attendance reports from PreK to 5 on a biweekly basis.</p>	<p>FOCUS attendance reports</p>

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		students or groups of students with absences and/or tardies.			
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*\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Goals (Subject)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Parent Involvement: Bayshore Elementary will increase the parent involvement goal during the 2012-13 school year is to increase parental involvement by 5% as measured through sign-in sheets.	Language barriers  Understanding of community resources  Need academic materials to help at home	Language Lab  PTO/Parent Workshops/Family Nights/Referrals to PIC	Parent Liaison	Conversational English  Increased advertising of Parent Workshops and offerings	Computer assessment  Evaluation forms/parent surveys

*\* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

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**Professional Development at Your School**

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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		Leader				
Bayshore University – Common Core Standards and lesson planning in ELA and Math. Using data to drive teaching Writing Workshop	K-5	Math Specialist Literacy Specialist RtI Specialist Classroom Teachers	All Teachers	Weekly Courses that will last for one quarter of the year. Teachers will select a new course each quarter.	Classroom Walkthroughs, Reviewing of lesson plans, reflections in grade-level PLCs	Principal/Assistant Principal Math, Literacy, and RtI Specialists
Instructional Rounds	K-5	Math Specialist Literacy Coach Interventionist Classroom Teachers	All Teachers	Following Bayshore University sessions, facilitators will set up intervisitations within the school to see the practice in action. Specialists will cover classes.	Classroom Walkthroughs, Reviewing of lesson plans, reflections in grade-level PLCs	Principal/Assistant Principal Math, Literacy, and RtI Specialists
GROW Meetings (PLCs)	K-5	Principal/Assistant Principal Interventionist	All Teachers (voluntary) by grade level	Bi-weekly PLCs on Fridays	Classroom Walkthroughs, Reviewing of lesson plans, reflections in grade-level PLCs	Principal/Assistant Principal Math, Literacy, and RtI Specialists
School Based Leadership Team Meetings and Tier 1 Discussions	All	Principal/Assistant Principal	Representatives of content areas, ESE, EL, and others as needed.	Monthly	Schoolwide data and benchmarks in ELA, Math, Science, and Writing	Principal/Assistant Principal

**Budget** (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<b>ELA</b> Provide acceleration, remediation and enrichment block of time every day, including after school programs, Saturday School and SuccessMaker and LLI.	LLI Kits/Guides for grades K-2 Leveled Libraries for Guided Reading and Saturday School Additional Non-Fiction and Complex	Title I	\$10,000

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<p>Teachers will provide enrichment activities that encourage higher level thinking – Common Core Standard #10: Read and comprehend complex literary and informational texts independently and proficiently. Re-examine Tier 1, 2, and 3 instruction in the 90-minute ELA block. Focus on GRR with assessment prompts and common assessments. Use of the Comprehension Toolkit, Words Their Way, and Guided Reading with leveled readers.</p>	<p>Text Libraries for all grade levels  Additional Comprehension Toolkits and Words Their Way books for new teachers</p>		
<p><b>MATH</b> Provide acceleration, remediation and enrichment block of time every day, including after school programs and Saturday School and SuccessMaker. Develop the 8 Standards for Mathematical Practice. Re-examine Tier 1, 2, and 3 instruction in the Math block. Focus on GRR with assessment prompts and common assessments. Use Go Math with road map structures, remediation resources, and math literacy center games, with a special focus on enrichment of middle to high performing students.</p>	<p>Enrichment materials for high performing students  Professional Books for Common Core instruction (<u>Number Talks</u>)</p>	<p>Title I</p>	<p>\$6,000</p>
<p><b>WRITING</b> Small group instruction with a school-wide emphasis on Writing Workshop and responding to reading in the form of writing. Teachers will participate in one quarter of professional development on a weekly basis.</p>	<p>Writer’s Notebooks for students  Mentor texts  Chart paper/supplies/easels</p>	<p>Title I</p>	<p>\$2,000</p>
<p><b>SCIENCE</b></p>	<p>STEM-related items with Project</p>	<p>Title I</p>	<p>\$5,000</p>

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Teachers will follow the Manatee Core Curriculum maps for teaching science. We will incorporate a STEM lab into our Specials rotation. Teachers will use non-fiction Science materials within their Reading and Writing blocks of time.	Learning emphasis		
<b>PARENT INVOLVEMENT</b> Language Lab PTO/Parent Workshops/Family Nights/Referrals to PIC	Workshop Materials Translator Rosetta Stone Materials for Family Literacy, Math, and Science Events Pay ESE teacher and babysitting personnel	Title I	\$6,087
			<b>Subtotal:</b> <b>\$31,087</b>
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Amount
Integrate technology into all curriculum areas with a special emphasis on using iPad applications and computer software.	Laptop computers iPad carts Application Store	Title I	\$11,000
			<b>Subtotal:</b> <b>\$11,000</b>
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Amount
Further the growth of administrators and teacher leaders through workshops and conferences.	Conferences Professional Literature	Title I	\$5,000
Offer teachers opportunities to visit demonstration classrooms within the school, and the time to meet reflectively with their teams.	Hire substitute teachers	Title I	
			<b>Subtotal:</b> <b>\$5,000</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount

<b>Total: \$47,000</b>
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**Differentiated Accountability**

**School-level Differentiated Accountability (DA) Compliance**

Please choose the school’s DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select “checked” under “Default Value” header; 3. Select “OK”, this will place an “x” in the box.)

<b>School Differentiated Accountability Status</b>		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent

- *Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the “Upload” page*

**School Advisory Council (SAC)**

*SAC Membership Compliance*

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting “Yes” or “No” below.

Yes     No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.
Develop and monitor the SIP. Help reach out to the community through public relations and parent involvement activities. Nurture partnerships by encouraging involvement and advocacy.

Describe the projected use of SAC funds.	Amount
Workshops for Professional Learning – Subs for ATD Leaves	\$3638
Printing/Supplies	\$1837
Non-contracted hourly	\$1838