



## Bentley Elementary School

2190 S OREGON AVE, Sanford, FL 32771

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0801>

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
56%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
58%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	B	A	A

### School Board Approval

This plan was approved by the Seminole County School Board on 11/18/2014.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Altermese Bentley Elementary is committed to creating a nurturing and safe environment where students excel and diversity is appreciated. By working together with the home and the community, we challenge students to reach their maximum potential.

##### **Provide the school's vision statement**

Altermese Bentley Elementary will be the premier elementary school in Seminole County and will be recognized for high standards, academic performance and offering students customized educational opportunities.

#### School Environment

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

The process by which the school learns about students' cultures and builds relationships between teachers and students is spearheaded through our Leader in Me and PBS committees. These committees meet monthly and plan activities that cultivate cultural awareness and promote appreciation of diversity. Action plans have been developed and information is communicated with teachers at team meetings as each grade level team has representation on the committees. During Specials Area classes, students also rotate weekly to Life Skills class, where character education and cultural sensitivity is addressed. A book study of Stephen R. Covey's book entitled The Leader in Me has also been implemented to promote a school wide climate that includes leadership, communication, and respect.

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

Bentley Elementary school, named in honor of Altermese Smith-Bentley, is committed to remaining focused on Ms. Bentley's vision of a safe environment for learning. This desire by Ms. Bentley guides us as we make the learning experience positive and safe for all. Bentley's expectations of P.R.I.D.E. include positive attitude and respect and are communicated to students, parents, and school personnel through direct instruction, daily announcements, videos, newsletters, and our website. Students are instructed on how to demonstrate positive behavior and mutual respect by utilizing Steven Covey's seven character building habits. Instruction is provided during Special Area Life Skills classes and utilized in classrooms. Anti-bullying training and monthly chats with the principal and behavior coach has also been implemented to continue to implement an environment where students feel safe and respected before, during, and after school. Procedures are also established for before, during and after school supervision. These procedures are monitored and then reviewed and improved during PBS and team leader meetings.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**



At Bentley, a schoolwide Positive Behavior Support (PBS) plan is in place that aids in minimizing distractions to keep students engaged during instructional time. During pre-planning, training is provided on the schoolwide system and a PBS committee meets monthly to monitor discipline data and review procedures for effectiveness. Clear expectations, rules, and procedures have been established for common areas, as well as classrooms that are monitored and enforced. Lesson plans were also developed to teach students the positive expectations and rules. These are reviewed daily on the morning news, through principal chats, in classrooms, and during Life Skills lessons. The PBS Video club creates videos to share with the school to model and demonstrate positive behavior. Procedures have also been established for disciplinary incidents and are communicated to staff through training and PBS committee updates. All staff is expected to follow the PBS schoolwide behavior plan. District PBS training is also provided each year and representatives attend and assist with implementation to improve the Bentley's behavioral system.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The staff at Bentley ensures the social-emotional needs of all students are being met through character development activities, class meetings, and Life Skills classes. Referrals and recommendations to our mentoring and Bridging the Gap programs are made through teacher identification, Student Study meetings, parent concerns and academic/behavioral data. We have a network of administrators, teachers, special education professionals, and counselors who share information and collaborate on what is best for our students. We invest time in our students to create a safe environment in each classroom where teachers build relationships with students to encourage each student to achieve to his/her potential.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Bentley Elementary uses Edinsight to gather data and identify early warning signs that would prevent a student from not being successful during a school year. The system identifies students with attendance below 90 percent, discipline, current grades, progress monitoring and statewide assessments. Students are discussed in MTSS meetings and placed on appropriate tiers. Administrators and teachers review the system weekly and continuously review data through MTSS cycles.

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Bentley Elementary uses the MTSS problem-solving process to develop intervention strategies to improve the academic performance of students. The MTSS team reviews the data and develops a specific plan to meet the individual needs of these students. The team reviews the risk factors and communicates the concerns and interventions with the parents or guardians to ensure the school is working with the families to improve academics.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Parent Information Network, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

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

Name	Title
Garcia, Martha	Principal
Lambert, Mary	Assistant Principal
Bradley, Kimberly	Instructional Technology
Byrd, Quinnrecus	Teacher, K-12
Fink, Sandra	Instructional Coach
Jephson, Leslie	Teacher, K-12
Light, Rachael	Guidance Counselor

### Duties

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

The principal provides a common vision for the use of data-based decision-making and ensures that the school-based team is implementing MTSS. The Principal communicates with parents regarding school-wide MTSS programs, plans and activities. She is actively involved in progress monitoring, data analysis, professional development curriculum planning and intervention. The Assistant Principal oversees the MTSS process, ensures the staff is trained and procedures are followed, expends funds accordingly to support intervention/acceleration instruction, collaborates with Guidance Counselor to create a schedule for MTSS Team meetings, and collaborates with the Instructional Coach and grade level teams to coordinate grade level interventions. The Instructional Coach coordinates and supervises the actual interventions and intervention personnel. She also administers assessments, collects and analyzes data, and participates in MTSS meetings. The Family Liaison and ESE Resources teachers participate in meetings as needed to provide appropriate interventions and support to the MTSS team. The Guidance Counselor takes notes and creates Intervention plans in EdInsight. A schedule of six week cycles has been created for teachers to attend MTSS meetings for the 2013-2014 school year during Friday Professional Learning Communities. At Bentley, MTSS has an open door policy so teachers do not have to wait until an assigned meeting date to discuss interventions to support students.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

Bentley Elementary school will coordinate Supplemental Academic Instruction and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA funds to provide our school additional paraprofessionals that support instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Martha Garcia	Principal
Elizabeth Padilla	Parent
Carlos Landazuri	Parent
Sandy Sanchez	Parent
Kim Collins	Parent
Jason Hudson	Parent
Angel Jackson	Parent
Bernie Berry	Parent
Dia Shelton	Parent
Ami Shroyer	Teacher
Laurin Backes	Parent
Andrea Guzman	Parent
Jaclyn Albright	Teacher
Karen Grimm	Teacher

### Duties

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

*Evaluation of last year's school improvement plan*

The SAC team met on a monthly basis to review and revise the 2013-2014 school improvement plan.

*Development of this school improvement plan*

The SAC team met on a monthly basis in 2013-2014 to review data, discuss concerns and make recommendations for the 2014-2015 school improvement plan. Results from school wide assessments and surveys were reviewed throughout the year and used to identify school improvement needs. The SAC worked with the principal to review FCAT data and other student performance data to identify strengths, areas of focus, and the development of the action plan. After 2013-2014 data was received, the findings were presented to SAC. Overall, proficiency increased in every school grade area except meeting high standards in science, and math learning gains. Science proficiency decreased by three percentage points and learning gains in math decreased by five percentage points. Annual Measurable Objectives (AMO's) that were met included lowest quartile in both reading and math. When reviewing subgroup data and closing achievement gaps, our African American population increased in reading by 16.6 percentage points and 3.8 percentage points in math, however, overall proficiency reflects disparities, with 56% proficient in Reading and 44.6% proficient in Math.

*Preparation of the school's annual budget and plan*

The SAC team meets monthly to discuss the use of school improvement budget funds and to meet the school improvement plan goals.

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

The SAC utilized school improvement funds totaling \$4,815.00 to fund Kinder Camp for students entering Kindergarten. This was the total amount allocated for the 2013-2014 school year.

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

Yes

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

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

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Fink, Sandra	Instructional Coach
Lambert, Mary	Assistant Principal
Grimes, Jackie	Teacher, ESE
DeMint, Susan	Teacher, K-12
Huber, Aimee	Teacher, K-12
Rivera, Christin	Teacher, K-12
Rolle, Viona	Teacher, K-12
Garcia, Martha	Principal
Bradley, Kimberly	Instructional Technology
Rodriguez, Maribel	Teacher, K-12
Jones, Cynthia	Teacher, K-12

**Duties*****Describe how the LLT promotes literacy within the school***

The Literacy Leadership Team promotes literacy within the school by providing support for teachers with Reading resources, implementing Reading Street and new Florida Standards, Marzano's instructional model and implementation of the student progression plan. Other initiatives include:

- To promote the love of reading for ALL students, parents and staff.
- To implement a Reading Counts continuum for all grades.
- To support intervention for students in the lowest quartile for reading or writing.
- To support intervention for students needing an accelerated focus in reading or writing.
- To communicate to the staff school initiatives and/ or concerns in relation to reading and writing.
- To initiate a summer reading program as outlined by Seminole County Public School District.
- To develop incentives for promoting reading.
- To keep the staff up to date on the latest trends and updates in literacy education.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Common planning time is provided daily for each grade level. Teachers are encouraged to plan together and a PLC log for a minimum of one PLC planning meeting per week is submitted by each team leader. Grade level teams also meet once per week for PLC informational meetings and share information discussed in weekly team leader meetings. In addition, the principal and/or assistant principal meets weekly with grade level teams to review progress monitoring data, plan for instruction, or provide

professional development opportunities. A professional development plan has also been developed which includes a team collaborative book study each month.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's new teacher facilitator and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year. Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

#### **Instructional Strategies**



**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

Bentley Elementary uses data from Discovery Education and other formative assessments to identify specific needs of students. Teachers use the standards to identify specific needs of students to create appropriate intervention and acceleration groups. Students walk to intervention/acceleration 4 days a week for 30 minutes. The specific groups focus on specific standards and are fluid throughout the school year. Classroom teachers use scaffolding throughout the day to ensure students are attaining proficiency on grade-level standards. Teachers also meet with students in small groups to reinforce skills identified in progress monitoring.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 10,800

Targeted below grade level students will receive an additional 20 minutes a day of instruction in core academic subjects using a specific computer program.

**Strategy Rationale**

In order for students to master grade level standards, targeted below level students will need additional time to master specific skills.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Jephson, Leslie, leslie\_jephson@scps.k12.fl.us

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

Teachers and administrators will analyze iReady reading and math data to determine the effectiveness of the strategy.

**Strategy:** Extended School Day

**Minutes added to school year:** 3,600

Targeted below grade level students will receive an additional 120 minutes per week for 30 weeks of instruction in identified core academic subjects.

**Strategy Rationale**

In order for students to master grade level standards, targeted below level students will need additional time to master specific skills.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Lambert, Mary, mary\_lambert@scps.k12.fl.us

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

Discovery Education Probes will be collected and analyzed to measure student growth on the standards and effectiveness of the instruction.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Ready Set Learn to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences. The VPK Assessment Grant was used to provide private and faith based kindergartens transition in elementary catchment areas.

Florida Kindergarten Readiness Screener and a school-based screener is used to assess student level of performance and class placement.

**College and Career Readiness**

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

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

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

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**



## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** All teachers will collaboratively plan for standards based instruction and instructional strategies aligned to the rigor of the standard in all content areas, implement, and effectively utilize common assessments to measure the effectiveness of instruction.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** All teachers will collaboratively plan for standards based instruction and instructional strategies aligned to the rigor of the standard in all content areas, implement, and effectively utilize common assessments to measure the effectiveness of instruction. 1a

G053288

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	79.0
ELA/Reading Gains	60.0
AMO Math - All Students	81.0
Math Gains	70.0
FCAT 2.0 Science Proficiency	60.0
AMO Reading - African American	64.0
AMO Math - African American	69.0

**Resources Available to Support the Goal** 2

- Florida Standards, SCPS instructional plans, common planning agenda, test item specifications, Reading Street resources, Go Math resources, Science Fusion resources, model classrooms, district resource specialist, instructional coach, professional development funds, professional development books, intervention teachers, and computer based instructional resources
- 

**Targeted Barriers to Achieving the Goal** 3

- Teachers and students need to increase their knowledge and understanding of the new Florida Standards and test item specifications.
- Professional development in effective instructional strategies is needed in order to meet the depth of knowledge and rigor of the new standards.

**Plan to Monitor Progress Toward G1.** 8

Discovery Education, SRI data, lesson plans, iObservation data, computer lab data, and MTSS data will be analyzed to determine progress toward meeting the goal.

**Person Responsible**

Martha Garcia

**Schedule**

Monthly, from 8/11/2014 to 5/27/2015

**Evidence of Completion**

Increases in common assessment data will be used as evidence to demonstrate that the goal is being monitored and whether progress is being made toward the selected targets.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** All teachers will collaboratively plan for standards based instruction and instructional strategies aligned to the rigor of the standard in all content areas, implement, and effectively utilize common assessments to measure the effectiveness of instruction. **1**

 G053288

**G1.B1** Teachers and students need to increase their knowledge and understanding of the new Florida Standards and test item specifications. **2**

 B134369

**G1.B1.S1** Teachers will attend professional development on the new Florida standards and test item specifications in order to plan and deliver effective and rigorous instruction. **4**

 S146222

### Strategy Rationale

Our data indicates a need for improving core instruction. Teachers need to be able to deconstruct the new Florida standards, plan and deliver rigorous standards based lessons and activities.

### Action Step 1 **5**

Provide ongoing professional development in unpacking the Florida Standards and test item specifications.

#### Person Responsible

Mary Lambert

#### Schedule

Quarterly, from 9/16/2014 to 4/7/2015

#### Evidence of Completion

Grade level scales, lesson plans, common assessment data, sign in sheets, reflection logs

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

All classroom teachers will participate in professional development. The sign in sheets and reflection logs will be submitted and reviewed.

**Person Responsible**

Mary Lambert

**Schedule**

Quarterly, from 9/16/2014 to 4/7/2015

***Evidence of Completion***

Sign in sheets, learning scales, reflection logs

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

Administration will review lesson plans, observe teachers implementing standards based instruction, and review data from common assessments.

**Person Responsible**

Martha Garcia


**Schedule**

Monthly, from 8/11/2014 to 5/27/2015

***Evidence of Completion***

Increased student achievement on common assessments from core instruction and decreased number of Tier II and Tier III.

**G1.B1.S2** Targeted below level students will receive an additional 120 minutes per week (extended school day) for 30 weeks of instruction in core academic subjects **4**

 S146223

### Strategy Rationale

In order to increase proficiency and master grade level Florida standards, below level students need additional instructional time in identified academic areas of need.

### Action Step 1 **5**

After-school tutoring will be provided for targeted below level students.

#### **Person Responsible**

Mary Lambert

#### **Schedule**

Biweekly, from 10/28/2014 to 3/12/2015

#### **Evidence of Completion**

Tutoring spreadsheet

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 **6**

Tutoring spreadsheets that track students served, the tutors, and monitoring data will be used to monitor and support the fidelity of implementation. Additionally, intervention plans will be entered and tracked in EdInsight.

#### **Person Responsible**

Mary Lambert

#### **Schedule**

Biweekly, from 10/28/2014 to 3/12/2015

#### **Evidence of Completion**

Evidence that will be collected and used to demonstrate that the action plan for the strategy was monitored and is being implemented with fidelity will include student attendance logs, tutor logs, registration forms, and EdInsight data.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Administration will monitor Discovery Education Probes, class formative assessments and iReady data of targeted students, as well as conduct MTSS data chats with teachers to monitor and support the effectiveness of implementation.

**Person Responsible**

Martha Garcia


**Schedule**

Monthly, from 10/28/2014 to 5/27/2015


**Evidence of Completion**

Increased student achievement on Discovery Education Probes, class formative assessments and iReady data in targeted areas will be used as evidence of effectiveness.

**G1.B2** Professional development in effective instructional strategies is needed in order to meet the depth of knowledge and rigor of the new standards. 2

 B134370

**G1.B2.S1** Teachers will participate in a school wide book study (The Core Six: Essential Strategies for Achieving Excellence with the Common Core by Silver, Dewing and Perini) in order to implement instructional strategies to meet the rigor of the new Florida standards. 4

 S146224

**Strategy Rationale**

Our data indicates a need to improve core instruction to close the achievement gap.

**Action Step 1** 5

Teachers will participate in a book study, in order to implement research based strategies that will assist them in responding to the rigor of the Florida Standards.

**Person Responsible**

Mary Lambert

**Schedule**

Monthly, from 9/17/2014 to 5/13/2015

**Evidence of Completion**

Book Study Portfolio containing artifacts such as presentation agendas, reflection logs, samples documenting implementation of research based CORE Six strategies integrated with Marzano's Design questions and documentation of observing or modeling lessons for peers.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1 6**

All classroom teachers will participate in professional development Book Study. The sign in sheets and Portfolio will be submitted and reviewed.

**Person Responsible**

Mary Lambert

**Schedule**

Monthly, from 9/17/2014 to 5/13/2015

**Evidence of Completion**

Team presentations and portfolios will be used as evidence to demonstrate that the action plan for the strategy is being monitored and implemented with fidelity.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

Administration will conduct Classroom Walkthroughs to monitor and support the effectiveness of implementation.

**Person Responsible**

Martha Garcia

**Schedule**

Monthly, from 9/17/2014 to 5/27/2015

**Evidence of Completion**

Increased student achievement on common assessments from core instruction and decreased number of Tier II and Tier III. iObservation data will reflect improvement.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide ongoing professional development in unpacking the Florida Standards and test item specifications.	Lambert, Mary	9/16/2014	Grade level scales, lesson plans, common assessment data, sign in sheets, reflection logs	4/7/2015 quarterly
G1.B1.S2.A1	After-school tutoring will be provided for targeted below level students.	Lambert, Mary	10/28/2014	Tutoring spreadsheet	3/12/2015 biweekly
G1.B2.S1.A1	Teachers will participate in a book study, in order to implement research based strategies that will assist them in responding to the rigor of the Florida Standards.	Lambert, Mary	9/17/2014	Book Study Portfolio containing artifacts such as presentation agendas, reflection logs, samples documenting implementation of research based CORE Six strategies integrated with Marzano's Design questions and	5/13/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				documentation of observing or modeling lessons for peers.	
G1.MA1	Discovery Education, SRI data, lesson plans, iObservation data, computer lab data, and MTSS data will be analyzed to determine progress toward meeting the goal.	Garcia, Martha	8/11/2014	Increases in common assessment data will be used as evidence to demonstrate that the goal is being monitored and whether progress is being made toward the selected targets.	5/27/2015 monthly
G1.B1.S1.MA1	Administration will review lesson plans, observe teachers implementing standards based instruction, and review data from common assessments.	Garcia, Martha	8/11/2014	Increased student achievement on common assessments from core instruction and decreased number of Tier II and Tier III.	5/27/2015 monthly
G1.B1.S1.MA1	All classroom teachers will participate in professional development. The sign in sheets and reflection logs will be submitted and reviewed.	Lambert, Mary	9/16/2014	Sign in sheets, learning scales, reflection logs	4/7/2015 quarterly
G1.B2.S1.MA1	Administration will conduct Classroom Walkthroughs to monitor and support the effectiveness of implementation.	Garcia, Martha	9/17/2014	Increased student achievement on common assessments from core instruction and decreased number of Tier II and Tier III. iObservation data will reflect improvement.	5/27/2015 monthly
G1.B2.S1.MA1	All classroom teachers will participate in professional development Book Study. The sign in sheets and Portfolio will be submitted and reviewed.	Lambert, Mary	9/17/2014	Team presentations and portfolios will be used as evidence to demonstrate that the action plan for the strategy is being monitored and implemented with fidelity.	5/13/2015 monthly
G1.B1.S2.MA1	Administration will monitor Discovery Education Probes, class formative assessments and iReady data of targeted students, as well as conduct MTSS data chats with teachers to monitor and support the effectiveness of implementation.	Garcia, Martha	10/28/2014	Increased student achievement on Discovery Education Probes, class formative assessments and iReady data in targeted areas will be used as evidence of effectiveness.	5/27/2015 monthly
G1.B1.S2.MA1	Tutoring spreadsheets that track students served, the tutors, and monitoring data will be used to monitor and support the fidelity of implementation. Additionally, intervention plans will be entered and tracked in EdInsight.	Lambert, Mary	10/28/2014	Evidence that will be collected and used to demonstrate that the action plan for the strategy was monitored and is being implemented with fidelity will include student attendance logs, tutor logs, registration forms, and EdInsight data.	3/12/2015 biweekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*



## Professional Development Opportunities

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

**G1.** All teachers will collaboratively plan for standards based instruction and instructional strategies aligned to the rigor of the standard in all content areas, implement, and effectively utilize common assessments to measure the effectiveness of instruction.

**G1.B1** Teachers and students need to increase their knowledge and understanding of the new Florida Standards and test item specifications.

**G1.B1.S1** Teachers will attend professional development on the new Florida standards and test item specifications in order to plan and deliver effective and rigorous instruction.

### PD Opportunity 1

Provide ongoing professional development in unpacking the Florida Standards and test item specifications.

#### Facilitator

Courtney Kavanaugh, Sandy Fink, Joseph Roicki, Shannon Cadden

#### Participants

All grade level teachers

#### Schedule

Quarterly, from 9/16/2014 to 4/7/2015

**G1.B2** Professional development in effective instructional strategies is needed in order to meet the depth of knowledge and rigor of the new standards.

**G1.B2.S1** Teachers will participate in a school wide book study (The Core Six: Essential Strategies for Achieving Excellence with the Common Core by Silver, Dewing and Perini) in order to implement instructional strategies to meet the rigor of the new Florida standards.

### PD Opportunity 1

Teachers will participate in a book study, in order to implement research based strategies that will assist them in responding to the rigor of the Florida Standards.

#### Facilitator

Grade Level teams, support staff, and administration

#### Participants

Instructional Staff

#### Schedule

Monthly, from 9/17/2014 to 5/13/2015

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> All teachers will collaboratively plan for standards based instruction and instructional strategies aligned to the rigor of the standard in all content areas, implement, and effectively utilize common assessments to measure the effectiveness of instruction.	19,260
<b>Grand Total</b>	<b>19,260</b>

### Goal 1: All teachers will collaboratively plan for standards based instruction and instructional strategies aligned to the rigor of the standard in all content areas, implement, and effectively utilize common assessments to measure the effectiveness of instruction.

Description	Source	Total
<b>B1.S1.A1</b> - Professional development funds will be used to provided substitutes for two hour planning sessions	Other	3,880
<b>B1.S1.A1</b> - Professional Development funds will be used for full and half day planning days with SCSP curriculum support team.	Other	3,880
<b>B1.S2.A1</b> - Tutorial Allotment will fund instructional tutors and transportation for targeted students.	Other	10,000
<b>B2.S1.A1</b> - Professional development funds will be used to purchase CORE Six books, binders, and copies	Other	1,500
<b>Total Goal 1</b>		<b>19,260</b>