

# Bessey Creek Elementary School



2014-15 School Improvement Plan

## Bessey Creek Elementary School

2201 SW MATHESON AVE, Palm City, FL 34990

bce.sbmc.org

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
18%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
16%

### School Grades History

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

### School Board Approval

This plan was approved by the Martin County School Board on 10/21/2014.

### 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	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

The mission of the Martin County School District, in partnership with family and community, is to equip students with the skills and knowledge necessary to become responsible citizens through comprehensive learning experiences and innovative environments that extend beyond traditional walls. Bessey Creek Elementary is dedicated to providing a bright beginning for each child by developing positive character and using innovative pathways to awaken academic, social/emotional and physical excellence.

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

In collaboration with the Martin County School District, Where Learning Has No Boundaries; Bessey Creek's vision is Learning is an Adventure.

#### School Environment

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

Conscious Discipline is a comprehensive emotional intelligence curriculum and classroom management program is based on current brain research, child development information and effective educational practices. Conscious Discipline uses everyday life events to teach self-control, conflict resolution, character development and social skills. As opposed to traditional lower-brain models of discipline of reward and punishment, Conscious Discipline is a relationship-based community model that relies on cultivating higher-order thinking skills. Children create solutions and are accountable for their own behavior. It empowers both children and adults to respond rather than react to life events. Conscious Discipline is a cornerstone of BCE and an integral factor of our school success. Bessey Creek has been a model Conscious Discipline School since the implementation in 2002. Throughout the year, cultural content is taught, which includes but is not limited to: African American History, Holidays and Arts Around the World, Veteran's Day, Constitution Week, Literacy Week, Hispanic and Women's Contributions, Famous Floridians, History of the Holocaust, and Daughters of the American Revolution.

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

Through Conscious Discipline each staff member employs the following guiding principles before, during, and after school:

1. Composure-being the person you want children to become. Power of perception-No one can make you angry without your consent:
  - Safe Place
  - S.T.A.R.
  - Morning Meeting/Circle Time Positive Intent
  - Brain Breaks
  - Brain Smart Starts to the Day
  - Transition Routines
2. Encouragement-building the school family. Power of unity-we are all in this together:
  - Job Board/Chart
  - Ways to Be Helpful Board



- S.T.A.R.
  - 3. Assertiveness-setting limits respectfully. Power of attention-what you focus on you get more of:
    - Time machine/instant replay/peace table.
    - S.T.A.R.
    - Positive Intent
  - 4. Choices- building self-esteem and willpower. Power of free will-the only person you can make change is yourself:
    - Visual Representation of Class Rules
    - Picture rule cards
    - S.T.A.R.
  - 5. Positive Intent-creating teaching moments. Power of love: see the best in others
    - Celebration Center and Noticing
    - Positive Intent
    - S.T.A.R.
  - 6. Empathy-handling fussing and fits. Power of acceptance-The moment is as it is:
    - Ways to Be Helpful Board
    - We care center
    - Wish well center
  - 7. Consequences-helping children learn from their mistakes. Power of intention-mistakes are opportunity to learn:
    - Class meetings
    - Time machine/Oops
- All the above are intertwined, build connections, and strengthen the class and school family.

**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**

Martin County School District is implementing PBIS within all schools district wide. Within each school expectations of behaviors are created for each classroom, hallway, cafeteria, playground, etc. PBIS is based on understanding why problem behaviors occur and applying evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures. On an individual level, PBIS uses functional behavior assessments to understand the relationships between a student's behavior and characteristics of his or her environment. The functional behavior assessment identifies multiple strategies to effectively reduce problem behavior including changing systems, altering environments, teaching skills, and focusing on positive behaviors. The PBIS process results in the creation of effective intervention plans that will impede problem behaviors, teach new skills, and create support systems for the student. On a school-wide level, PBIS relies on accurate and reliable discipline referral data to understand the behaviors occurring across campus. An analysis of the data allows a school team to identify the problem areas, brainstorm interventions, and reward the students exhibiting expected behavior, and communicate findings to the staff, students, and families. The PBIS process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented. PBIS provides a positive and effective alternative to the traditional methods of discipline. PBIS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance. PBIS is consistent with the Individuals with Disabilities Education Act, which advocates the use of positive behavior interventions and school-based disciplinary strategies that reduce or eliminate the need to use suspension and expulsion as disciplinary options.

**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**

Continued professional development through Conscious Discipline (CD) is offered each year for all staff members. The CD team meets monthly to analyze student data and plan for school-wide connection assemblies and staff-student activities to model in the classroom. Multi-Tiered System of Support (MTSS) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With MTSS, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities. With the implementation of three models of behavioral support systems, Bessey Creek has skillfully restructured classroom and school-wide behavior management systems. Originally, classroom management generally consisted of a wide variety of systems being implemented by individual teachers throughout the school. PBS, Conscious Discipline and MTSS give us evidence-based, data supported interventions to support the behavior and optimal learning for all students. It is our goal to have a positive and effective working relationship between parent, teacher and student. The Bessey Creek Parent Communication/Student Behavior Tracking Form is used to facilitate communication by notifying parents promptly when student behaviors need to be brought to the attention of the parents. This form has recently been revised this school year to reflect the integration of PBS, Conscious Discipline and MTSS. The staff member who is supervising the student at the time will complete the form and send it home. As a result, this form may not always be sent by the classroom teacher. The Parent Communication/Student Behavior Tracking Form is not a referral but a written communication between school and home. Prompt attention to and return of this form will best support your child's behavior and learning. An administrator will follow up when the form has not been signed and returned to school. If the disciplinary infraction demands immediate or heightened attention including but not limited to the Zero Tolerance Policy, the staff member will complete the Martin County School District Office Discipline Referral (ODR) Form #361 and send the child to the office for disciplinary action. A copy of the discipline referral is then sent home with the student to be signed by the parent/guardian and returned to the office the following school day. Parental support is expected and very much appreciated.

Additionally, the purpose of guidance services is to address the total needs of each student (educational, personal, social, and vocational) and to encourage maximum growth in areas of self-understanding, self-discipline, and self-direction. The guidance counselor is available to assist parents and teachers by providing suggestions to increase student potential, assisting teachers and parents in child management techniques; assisting with a child's school adjustment and providing parents with information about school policies, programs, and procedures. The counselor provides explanations of Multi-Tiered System of Support, Exceptional Student Education programs, test preparation and interpretation, and referral to other sources of help outside the school system. Students, parents and staff are encouraged to seek the services of our guidance counselor. Support groups are available for student needing support for dealing with divorce, loss, anger management, friendships, and those needing assistance in social skills and work habits. Students are recommended for these groups by parents, teachers, and the guidance counselor. Guidance Grams are made available to all students as a means for the student to share concerns with or initiate help from the guidance counselor.

### 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**

Bessey Creek has a 96.26% attendance rate.

**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
	3	4	5	
Attendance below 90 percent	0	0	0	
One or more suspensions	0	2	0	2
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	9	13	5	27

**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**

**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**

Parental involvement at Bessey Creek is exceptionally high as indicated by the "5 Star School Award" that has been received annually since 1997. We will continue to involve and support our parents by communicating the instructional shifts taking place with CCSS and standards based reporting so that parents have a smooth transition and can continue to support their children's' academic success. Communication will take place in the following ways: parent/teacher conferences, monthly newsletter, SAC meetings, Alert Now, curriculum nights, Science Night, and Literacy Night. Furthermore, parents will be invited to the school to build community and culture in the following ways:  
 Family Flix Night, Fall Fest, Spring Carnival, Book Fairs, and Boosterthon Fun Run.

**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**

Bessey Creek works cooperatively with the Education Foundation of Martin County, the Parent-Teacher Organization and a variety of business partners. Grants are provided and written as well as Fund-A-Project opportunities.

Ten schools in the Martin County School District have earned the "Five Star School Award" from the Florida Department of Education for the 2013-14 school year. Bessey Creek is a continued recipient of The Five Star School Award was created by the Commissioner's Community Involvement Council and is

presented annually to those schools that have shown evidence of exemplary community involvement. In order to earn Five Star school recognition, a school must show documentation that it has achieved 100% of the established criteria in the categories of: Business partnership, Family Involvement, Volunteerism, Student Community Service and School Advisory Council.

Bessey Creek hosts an Open House for all parents to attend as well as Curriculum Nights for each grade level. Monthly newsletters are published by the PTA. Individual grade levels and teachers publish class newsletters that outline learning goals/targets and standards being taught during the curricular unit of study. School-wide and grade level events are planned regularly; in which a high rate of parents attend. The school web site provided a host of current information and is linked to the school district and state resources. School Improvement teams offer informational training for parents. An open door policy is promoted by administration and all staff. Teachers communicate regularly with parents and utilize Pinnacle, a web-based report card system for the most current information on each student's academic performance.

## 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
Defenthaler, Victoria	Principal
Monte, Robyn	Assistant Principal
Amsden, Ruby	Administrative Support
Rabener, Lauren	Instructional Coach

#### Duties

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

The Leadership Team's role in the SIP is providing strategies and interventions for addressing those subgroups that are not making learning progress. The core curriculum should be meeting the needs of 80% of students in every subgroup. The team leads data team meetings, progress monitoring meetings, conferences with parents, presenting to SAC and SIP an all community stakeholders as well as reporting to the district and state as required. Additionally, the leadership team designs professional development and guides the learning of teachers as well as students. Finally, the team collaborates with other leadership teams with like-schools in the district.

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

The leadership team will disaggregate school and student data and provide teachers with information identifying students who scored a Level 1 or 2 in FCAT Reading and/or Math. The team will also meet with teachers to review data and interventions for those students continuing with supplemental and/or intensive interventions. The fidelity of classroom interventions will be monitored by administration through intervention logs and classroom observations. SIP goals and strategies will be created based

on school data and teacher needs. Resources will be allocated to support SIP goals and strategies. SIP committees will be formed to monitor the implementation and progress of the SIP plan. Grade level data meetings are scheduled weekly. Teachers come to the meetings to discuss the academic and behavioral concerns of their students. The IPS Coach serves as the chair and does classroom observations, along with the Literacy Coach and Guidance Counselor. Plans for interventions are developed and implemented in the classroom by teachers and needed staff. Progress monitoring of students is done by the classroom teacher and MTSS team.

Bessey Creek Elementary coordinates and integrates all federal, state, and local programs that impact the school:

- Implements research-based resources funded by federal and local funds.
- The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III, Migrant, and Title I programs. (This example is for Title I schools only)
- School Improvement Plan objectives reflect the research-based strategies with a focus on achieving state and district priorities.
- Input from the Pre-K programs is obtained by the school and district and is included in the transition plan.
- Partnerships are established.
- With coordination and scheduling of instructional programs.
- With implementation of parent information programs.
- Brochures and referrals for parent and student support from the guidance department, school nurse and other school and district personnel.

### **School Advisory Council (SAC)**

#### **Membership**

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

Name	Stakeholder Group
Meredith Lahara	Teacher
Dorothy Hyland	Teacher
Victoria Defenthaler	Principal
Robyn Monte	Principal
Stephanie Carlson	Education Support Employee
Judy Dye	Parent
Tricia Felke	Parent
Candi Keene	Parent
Scott King	Business/Community
Laura McKinney	Parent
Joi Murray	Business/Community
Allison Papsidero	Parent
Kathy Peterson	Parent
Jane Shubert	Parent
Teena White	Parent
Anesha Worthy	Parent
Charlee Roddy	Parent
Denise Buckner	Parent
Rita Miller	Business/Community
Rhonda Johnson	Parent
Erin Rekowski	Parent
Brandi Staford	Parent
Kyra SULLivan	Parent
Kyra Sullivan	Parent
Jennifer Zucker	Parent
Leila Wintercorn	Parent
Leila Cornwell	Parent
Julia WIntercorn	Parent
Kat Tokman	Parent
Mindy Feig	Parent
Luli Chapman	Parent
Kelly Francke	Teacher
Claire May	Teacher
Wendy Matthews	Teacher
Kristin Murphy	Teacher
Julie Schnitzer	Teacher
Paige Walsh	Education Support Employee
Debbie Davis	Education Support Employee



**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*

SAC members are provided the opportunity to make suggestions for the new school year's goals and strategies. Meeting monthly, members review school assessment data and participate in the Continuous Improvement Cycle. SIP chairs report on progress toward goals and strategies and instructional cycles. Professional development needs are determined and teacher learning is shared. SAC works closely with all stakeholders including PTO, community organizations and administration to support the vision and mission; which are aligned to the school district.

*Development of this school improvement plan*

The SAC membership assists in the development and evaluation of the school improvement plan and assists in the preparation and evaluation of the school's annual budget and plan. SIP goals are based on student data as assessment results. Additionally, the SAC works to support instructional initiatives such as balanced literacy and STEM learning opportunities.

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

SAC works with SIP team chairs and administration to determine what monies should be spent in order to best support student achievement. They help determine and evaluate the most critical areas of need. Monies are designated based on the recommendation of the SAC. The annual SIP budget Approx. (\$3,580.00) supports technology integration, professional development, and instructional resources based on student data.

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

School Improvement funds requested will be reviewed and voted upon by SAC members. These funds may be expended only on programs or projects that are directly related to the SIP. Such funds are recommended to benefit larger groups of students so that as many students as possible will benefit. All of the funds will be used to build classroom libraries, purchase exemplar texts, incorporate technology into lessons, and begin to implement balanced literacy at the school.

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

No

*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
Defenthaler, Victoria	Principal
Monte, Robyn	Assistant Principal
Rabener, Lauren	Instructional Coach
Amsden, Ruby	Instructional Coach

## Duties

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

The LLT will continue to implement the components of balanced literacy. Having successfully launched the structures for writer's workshop, this year, new units of study across a variety of genres will be implemented. Reading units of study will be used in coordination with the writing. An aligned curriculum calendar has been proposed. The Florida Standards will be a close focus of instruction throughout the units of study and the district framework developed with Learning Sciences will be utilized for pacing and scaffolding the standards. Last year's focus of administering, coding, scoring, and analyzing running records to develop guided reading lessons will continue to be supported. New teachers will receive professional development in this and we will build capacity by utilizing those teachers who showed strength in this area as model teachers. Class-wide data sheets will be used to determine differentiated instruction and guided reading lessons. We will redirect our school-wide focus on using PLC's to develop the district frameworks into units of study by asking, "What do we want students to learn?" "How will we know if and when they learned it?" "How are we going to teach it?" and finally, "How will we respond when some students have already learned it or do not learn it?" We will also continue working on a comprehensive classroom library for each classroom. All other components of balanced literacy will be supported through PD or modeling and coaching in the classroom. We will continue to monitor progress through the Fountas and Pinnell Benchmark Assessment System, iReady in grades K-5, and science benchmarks in grades 3-5. Drafting ELA units of study with precise teaching points is a targeted focus of the LLT. Through regularly scheduled PLC's with the literacy coach, teachers will collaborate using The Continuum of Literacy Learning and Writing Pathways Assessment Continuum to design mini-lessons within the provided district's ELA frameworks.

## 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**

Conscious Discipline connection activities are utilized routinely with all staff members. Adventure Leader PLC has been formed to support vertical planning and collaboration. The master schedule has been designed for common planning times and collaboration to support inclusion and support facilitation classrooms. Professional development is designed around the needs of the teachers and is differentiated across math and literacy. Expert teachers are called upon to lead discussions and support grade levels with new initiatives. Building capacity is a core principle at BCE. The literacy coach models lessons and other teachers are willing to serve as lab classrooms in which peer observations and feedback takes place. Research based strategies are determined through individual professional development plans; which serves as a means to group teachers in PLC's for study around the common selected element. Teachers are working together to design mini-lessons for units of study as well as intervention strategies for MTSS. Student achievement is monitored through a variety of tools and instructional decisions is determined through professional collaboration. Creating and utilizing common formative and summative assessments is of particular collaborative focus this year.

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

- Providing new teachers with mentors - Administration
- Common grade level/team planning time - Administration
- Grade level specific professional growth opportunities - Administration, Instructional Coaches, Teacher Leaders
- On-going opportunities for faculty and staff training - Administration, Instructional Coaches, Media Specialist, Teacher Leaders, District Staff



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

Each teacher new to the district is assigned a veteran teacher, preferably within their grade level, to serve as their mentor for the year.

## **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 school utilizes the district ELA, mathematics, and science frameworks which are designed with and aligned to the Florida standards. All curriculum is adopted by the district. Teacher work to unwrap the Florida standards for deeper understanding of what is being asked. Close examination of the rigor and text complexity is discussed. PLC meetings and grade level teams examine student work samples and evidence for learning. Lesson study will be a focus this school year. Supporting deep comprehension of the standards, item specifications and content limits for all K-5 teachers is a priority. Discussion around instructional language and strategies helps to support and establish a solid core.

#### **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***

Achievement data is collected through reading records, formative and summative assessments, FCAT, IReady, benchmarks, academic portfolios and work samples. The MTSS process is utilized when students of concern are identified through frequent progress monitoring. Guided reading, strategy lessons and Leveled Literacy Intervention may be used to supplement at Tier 2. LLI may in some cases also be used for Tier 3. Frequent team meetings with the literacy leadership team provides the opportunity to identify students and problem solve around their need. Intervention blocks for math and reading are built in to the master schedule for each grade level. Student data is compared and analyzed to peer samples. Balanced literacy components are expected during the 90 minute literacy block. In addition, a writing block beyond the 90 minutes has been built into the schedule in which teachers actively utilize workshop style teaching of writing with mini lessons and mentor texts. A STEM block provides the same forum for math and science instruction. Students utilize reading, math and science notebooks to demonstrate learning and understanding. Students are asked to track their progress in relation to each learning goal/target taught throughout each unit of study. BCE has a large population of ASD/VE students who require highly specialized instruction and support. The ESE team is diligent in working with teachers across each K-5 grade level to track their instructional pacing and provide opportunities for mainstreaming based on individual student progress. Tier 3 strategies are incorporated based on achievement and behavioral data. All students are provided a daily time to read independently with texts that they have selected based on their reading record data. Building stamina, fluency, and comprehension ensures the building of proficiency. Incorporating the use of Cognition Based Assessment and Teaching for mathematics will guide our math instruction for those students struggling. Each student is progress monitored three times a year using IReady. A student profile of strengths and weaknesses is provided for instructional support, small group instruction, and differentiation.

***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:** 0

N/A

**Strategy Rationale**

**Strategy Purpose(s)**

""

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

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

N/A

## 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**

Local preschools are contacted in the spring to schedule tours for incoming Kindergarten students. Incoming Kindergarten students are assessed prior to or upon entering Kindergarten to ascertain individual and group academic and social/emotional needs.

### 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.** Increase the percentage of students achieving proficiency (level 3) in math from 74% to 83%  
Raise the level of SWD scoring proficient from 42% to 71%  
Raise the level of ED students scoring proficient in math from 56% to 76%  
Increase students in lowest 25% making learning gains from 75% to 78%
- G2.** Increase the percentage of students scoring at proficiency (level 3) in science.
- G3.** Increase the percentage of students making learning gains in reading.
- G4.** Increase the number of SWD's scoring proficient in reading from 42% to 66% and ED students from 56% to 84%.
- G5.** Increase proficiency level of those students in the lowest quartile.
- G6.** Increase the percentage of students achieving proficiency in writing.

## 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.** Increase the percentage of students achieving proficiency (level 3) in math from 74% to 83% Raise the level of SWD scoring proficient from 42% to 71% Raise the level of ED students scoring proficient in math from 56% to 76% Increase students in lowest 25% making learning gains from 75% to 78% 1a

G044598

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	83.0
AMO Math - SWD	71.0
AMO Math - ED	76.0
Math Lowest 25% Gains	78.0

**Resources Available to Support the Goal** 2

- We will use the new McGraw Hill "My Math" aligned to MAFS for K-2 & Houghton Mifflin Harcourt "GO Math," 3-5, and SRA Number Worlds. BrainPop Jr. and Times Attack will be purchased also. The district has created MAFS Frameworks with Learning Goal/Target Performance Scales to use as a pacing guide and assessment tool. Teachers will use manipulatives, graphic organizers, technology, and journals in the classroom. Cognition-Based Assessment and Teaching will be implemented as a tool to determine students' level of mastery and misconceptions. The CBA approach to teaching mathematics will help foster deep understanding and reasoning and give a clear picture of students' mathematical thinking in which we can build instruction and lessons.

**Targeted Barriers to Achieving the Goal** 3

- Paradigm shifts in instructional practices from standard algorithm procedures to inquiry based learning with multiple representation and multiple means of solving problems. Implementing new MAFS standards within the pacing. The pacing and content of rigorous standards is new for the teachers and students. Engaging in professional learning communities around mathematical instruction and student evidence of learning is gaining momentum as teacher develop their pedagogy. Utilizing the Marazano framework and CPALMs is also a work in progress.

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

Math SIP Committee will get feedback from grade level teams  
 Team planning meetings will focus on math data several times a years

**Person Responsible**

Robyn Monte

**Schedule**

Quarterly, from 9/16/2014 to 6/1/2015

**Evidence of Completion**

Student Data SIP Minutes

**G2. Increase the percentage of students scoring at proficiency (level 3) in science.** 1a

G044599

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	73.0

**Resources Available to Support the Goal** 2

- Fusion Science Series, MCSD Lab Investigations, & professional development from Dr. Chew Science SIP Committee Science Lab teacher BrainPop Jr. & Safari Montage
- SAC & PTA funds

**Targeted Barriers to Achieving the Goal** 3

- Limited time to implement authentic science experiences within the school day.

**Plan to Monitor Progress Toward G2.** 8

Teacher Feedback  
Student Data

**Person Responsible**

Robyn Monte

**Schedule**

Quarterly, from 9/16/2014 to 6/1/2015

**Evidence of Completion**

Meeting Minutes Lesson Plans Student Data Lesson Plans

**G3. Increase the percentage of students making learning gains in reading. 1a**

G044600

**Targets Supported 1b**

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	

**Resources Available to Support the Goal 2**

- Teachers will conference with the literacy and IPS coach regularly the literacy coach will provide professional development as needed. The literacy coach will meet with PLC's bi-weekly to discuss reading and writing data and to design units of study and develop mini-lessons to support the district frameworks which provide a scope and sequence to scaffolding the standards. PLC's will utilize resources available to develop teaching points but most importantly, they will look at their class data derived from running records to determine the student needs in terms of complexity and then utilize The Continuum of Literacy Learning to develop lessons that target students needs and meet The Florida Standards. Continuous professional development around running records, as well as how to use the data collected from the running records along with the "Continuum of Literacy Learning" and The Florida Standards to create whole and small group lessons that meet the needs of all learners will be provided. The district and the school have purchased "The Continuum of Literacy Learning," "Prompting Guides 1 & 2," "Ready Florida LAFS" (3-5), Lucy Calkins Units of Study for writing, and CPALMS to use as instructional tools when planning lessons and units. Furthermore, Schoolwide Reading Fundamentals Units of Study were purchased K-5, to support the teachers as they continue to transition to a balanced literacy structure using the workshop model. The units of study provide authentic mentor and shared texts and stretch across the content areas and multiple genres. SIP money was used last year to expand the resources for small group reading instruction last year. This year we will continue to expand upon the resources available for small group instruction. In order for students to become better readers, they need time to practice reading books they can read with sufficient accuracy and comprehension as well as being exposed to complex text. To support that need, we will purchase more books for classroom libraries to support the needs of a range of readers in each classroom. The literacy coach will also use coaching and modeling sessions with teachers to deepen their understanding of balanced literacy with a specific focus on implementing the lessons developed during PLC's, guided reading, and strategy lessons.
- SAC funds PTA funds SIP funds to Purchase Brain Pop (Approx \$1,725.)

**Targeted Barriers to Achieving the Goal 3**

- Understanding and unpacking The Florida Standards

**Plan to Monitor Progress Toward G3. 8**

Reading Records

iReady

Common Grade Level Assessments (2-5)

Writing Samples (K-5)

**Person Responsible**

Robyn Monte

**Schedule**

Semiannually, from 9/12/2014 to 6/1/2015

**Evidence of Completion**

More Accurate Running Record Data On-Demand Student Writing Teacher Evaluations Other  
Student Assessment Data-iReady & Common Assessments

**G4.** Increase the number of SWD's scoring proficient in reading from 42% to 66% and ED students from 56% to 84%. **1a**

G044601

**Targets Supported** **1b**

Indicator	Annual Target
AMO Reading - SWD	66.0
AMO Reading - ED	84.0

**Resources Available to Support the Goal** **2**

- The literacy coach, IPS coach, and guidance counselor will be at the school full-time this year allowing for teachers to conference with them regularly and for professional development to be provided as needed. The literacy coach will meet with grade level teams bi-weekly to discuss reading data and to provide professional development on the purpose of running records and analyzing running records, as well as how to use the data collected from the running records along with the "Continuum of Literacy Learning" and the Florida Standards to create whole and small group lessons that meet the needs of all learners. All ESE teachers will be meeting with the grade level they follow during PLC's to ensure that ESE instruction mirrors mainstream as much as possible. The ESE support facilitators also serve as great resources for teachers and model best practices for teachers when they push in to the classrooms to support students. The literacy coach will also use coaching and modeling sessions with teachers to deepen their understanding of running records, guided reading, small group instruction, reading workshop, interactive read aloud, shared reading, and close reading. Finally, ESE teachers will learn about guided reading levels and how to look past a level and utilize a range or band of levels and then pinpoint the specific needs within the bands to create goals for students.
- SAC & PTA funds

**Targeted Barriers to Achieving the Goal** **3**

- Increased rigor of assessments from year to year makes it difficult for students with disabilities and economically disadvantaged students to fill the gap.

**Plan to Monitor Progress Toward G4.** **8**

Adventure Leaders will learn how to utilize the PLC guidelines for looking at data and continue this work with their grade level teams.

**Person Responsible**

Lauren Rabener

**Schedule**

Quarterly, from 10/16/2014 to 5/28/2015

**Evidence of Completion**

Data meetings will appear on school calendar. Coaches (IPS, Literacy, & Guidance) along with administrators will support the "Adventure Leaders" as they work with their teams.



**G5. Increase proficiency level of those students in the lowest quartile. 1a**

G044602

**Targets Supported 1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	67.0

**Resources Available to Support the Goal 2**

- Teachers will conference with the literacy and IPS coach regularly the literacy coach will provide professional development as needed. The literacy coach will meet with PLC's bi-weekly to discuss reading and writing data and to design units of study and develop mini-lessons to support the district frameworks which provide a scope and sequence to scaffolding the standards. PLC's will utilize resources available to develop teaching points but most importantly, they will look at their class data derived from running records to determine the student needs in terms of complexity and then utilize The Continuum of Literacy Learning to develop lessons that target students needs and meet The Florida Standards. Continuous professional development around running records, as well as how to use the data collected from the running records along with the "Continuum of Literacy Learning" and The Florida Standards to create whole and small group lessons that meet the needs of all learners will be provided. The district and the school have purchased "The Continuum of Literacy Learning," "Prompting Guides 1 & 2," "Ready Florida LAFS" (3-5), Lucy Calkins Units of Study for writing, and CPALMS to use as instructional tools when planning lessons and units. Furthermore, Schoolwide Reading Fundamentals Units of Study were purchased K-5, to support the teachers as they continue to transition to a balanced literacy structure using the workshop model. The units of study provide authentic mentor and shared texts and stretch across the content areas and multiple genres. SIP money was used last year to expand the resources for small group reading instruction last year. This year we will continue to expand upon the resources available for small group instruction. In order for students to become better readers, they need time to practice reading books they can read with sufficient accuracy and comprehension as well as being exposed to complex text. To support that need, we will purchase more books for classroom libraries to support the needs of a range of readers in each classroom. The literacy coach will also use coaching and modeling sessions with teachers to deepen their understanding of balanced literacy with a specific focus on implementing the lessons developed during PLC's, guided reading, and strategy lessons.
- SAC & PTA funds

**Targeted Barriers to Achieving the Goal 3**

- Understanding how to use the Continuum of Literacy Learning & The Florida Standards, along with reading record data to drive and differentiate instruction along with other resources such as Ready LAFS (3-5) and Schoolwide Reading Fundamentals.

**Plan to Monitor Progress Toward G5. 8**

Lowest quartile reading data will be collected.

**Person Responsible**

Lauren Rabener

**Schedule**

On 5/28/2015

**Evidence of Completion**

Change in instructional practice as observed through coaching sessions, classroom observations, and discussions at PLC's.

**G6. Increase the percentage of students achieving proficiency in writing.** 1a

G044603

**Targets Supported** 1b

Indicator	Annual Target
FAA Writing Proficiency	86.0

**Resources Available to Support the Goal** 2

- Implement the Writing Fundamentals Units of Study for Writing and Grammar, Teacher's College, and Lucy Calkins Units of Study as well as custom designed unit of study by MCSD literacy coaches.
- Conduct model lessons demonstrated by the literacy coach.
- Utilize the unwrapped ELA standards and frameworks provided by MCSD.
- Purchase The Writing Pathways Continuum for each teacher.

**Targeted Barriers to Achieving the Goal** 3

- Familiarity for all K-5 teachers with content of the new units and new ELA standards

**Plan to Monitor Progress Toward G6.** 8

Grade Level Planning/PLC  
SIP Literacy Committee Meeting

**Person Responsible**

Lauren Rabener

**Schedule**

Quarterly, from 9/16/2014 to 6/1/2015

**Evidence of Completion**

Student Samples FSA Writing Scores

## 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.** Increase the percentage of students achieving proficiency (level 3) in math from 74% to 83% Raise the level of SWD scoring proficient from 42% to 71% Raise the level of ED students scoring proficient in math from 56% to 76% Increase students in lowest 25% making learning gains from 75% to 78% **1**

 G044598

**G1.B1** Paradigm shifts in instructional practices from standard algorithm procedures to inquiry based learning with multiple representation and multiple means of solving problems. Implementing new MAFS standards within the pacing. The pacing and content of rigorous standards is new for the teachers and students. Engaging in professional learning communities around mathematical instruction and student evidence of learning is gaining momentum as teacher develop their pedagogy. Utilizing the Marazano framework and CPALMs is also a work in progress. **2**

 B109703

**G1.B1.S1** Provide multiple means of communicating about math and word problems using manipulatives, notebooks and technology. Develop and implement questions to help students conceptualize math concepts by using the districts unwrapped MAFS in math to present essential questions to students and allow inquiry to take place. **4**

 S121214

### Strategy Rationale

#### Action Step 1 **5**

Purchase Brainpop (JR) & TimeZ Attack, and "Mathematics Formative Assessments" (Keeley) for interactive hooks and fluency to improve problem solving, and Purchase Cognition-Based Assessment and Teaching Resources.

#### Person Responsible

Robyn Monte

#### Schedule

Quarterly, from 9/16/2014 to 6/1/2015

#### Evidence of Completion

Lesson Plans Classroom Observations Student data

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

Classroom Observations  
Student Data

**Person Responsible**

Robyn Monte

**Schedule**

***Evidence of Completion***

Student Data Lesson Plans Teacher Feedback Math Frameworks and Pacing Guides

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

Student benchmark data

**Person Responsible**

Robyn Monte

**Schedule**

Quarterly, from 9/16/2014 to 6/1/2015

***Evidence of Completion***

Student data

**G3. Increase the percentage of students making learning gains in reading. 1**

G044600

**G3.B1 Understanding and unpacking The Florida Standards 2**

B109707

**G3.B1.S1** Provide opportunities during PLC's and professional development to take a closer look at The Florida Standards, especially in grades 3-5 where those standards are new. Use the anchor standards and the Continuum of Literacy Learning to gain deeper understanding about what needs to be taught, what level of complexity the standards are written at and what strategic action the standards are asking students to perform. 4

S121221

**Strategy Rationale**

The cognitive complexity level and The Continuum of Literacy Learning help teachers understand the rigor of the standard.

**Action Step 1 5**

Provide opportunities during PLC's and professional development to take a closer look at The Florida Standards.

**Person Responsible**

Lauren Rabener

**Schedule**

Quarterly, from 9/25/2014 to 5/28/2015

**Evidence of Completion**

Units of study in reading, lesson plans, or increase in student achievement.

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

Classroom observations will show a shift in instruction.

**Person Responsible**

Robyn Monte

**Schedule**

Semiannually, from 10/9/2014 to 5/28/2015

**Evidence of Completion**

Lesson plans, teacher observations, and student data

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

Teachers will become more confident in themselves around understanding the rigor of the standards and how to implement the standards through the components of balanced literacy.

**Person Responsible**

Robyn Monte

**Schedule**

Semiannually, from 1/9/2015 to 5/28/2015

***Evidence of Completion***

Teacher feedback, evaluations

**G4.** Increase the number of SWD's scoring proficient in reading from 42% to 66% and ED students from 56% to 84%. 1

G044601

**G4.B1** Increased rigor of assessments from year to year makes it difficult for students with disabilities and economically disadvantaged students to fill the gap. 2

B109711

**G4.B1.S1** Use reading record data, iReady, and Mondo Oral Language to target students' instructional needs; using the data to provide small group instruction that will result in one year's growth. 4

S121232

### Strategy Rationale

Meeting students at their "zone of proximal development" will increase their achievement levels and help them become confident in their ability to learn.

### Action Step 1 5

The literacy coach will meet with ESE and support facilitation teachers during grade level PLC's to look at data and design units of study and develop a cohesive curriculum. On-going professional development will continue on reading records and instructional implications as well as planning guided reading or strategy lessons using the data. If teachers are interested, they can have all of the above modeled for them in their classrooms.

The IPS coach and the literacy coach will help teachers to implement meaningful activities for students to engage in while the teacher is meeting with intervention groups. They will also work on grouping students across grade levels so that different teachers can work with students according to need and including enrichment. Mondo Oral Language Intervention will be used for students struggling with Speaking and Listening Standards. Classroom libraries will continue to be created so that students have access to materials necessary for their reading growth.

### Person Responsible

Lauren Rabener

### Schedule

Every 6 Weeks, from 9/25/2014 to 5/28/2015

### Evidence of Completion

Increase in student achievement on all assessments. Teacher feedback and classroom observations will also reveal if the strategy is breaking down the barrier.

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

review data, classroom observations, PLC's, & provide opportunities to discuss student needs with literacy and IPS coach.

**Person Responsible**

Lauren Rabener

**Schedule**

Quarterly, from 10/9/2014 to 5/28/2015

***Evidence of Completion***

classroom observations, student data, lesson plans

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

SWD and ED students will have an increase in achievement on iReady and F & P's.

**Person Responsible**

Lauren Rabener

**Schedule**

Quarterly, from 10/30/2014 to 5/28/2015

***Evidence of Completion***

F & P levels and iReady



**G5. Increase proficiency level of those students in the lowest quartile. 1**

G044602

**G5.B1** Understanding how to use the Continuum of Literacy Learning & The Florida Standards, along with reading record data to drive and differentiate instruction along with other resources such as Ready LAFS (3-5) and Schoolwide Reading Fundamentals. 2

B109713

**G5.B1.S1** Teachers will have opportunities to engage in using the continuum to plan out small group lessons. Teachers will use interactive read-aloud (K-5) and shared reading (K-1) and choral reading (2-5) to present complex text and close reading. 4

S121234

**Strategy Rationale**

Exposing students to grade level text and grade level complex text is necessary to achieve the rigor of the standards, however, in doing so, teachers need to utilize supportive instructional strategies such as interactive read aloud, shared, and choral reading.

**Action Step 1 5**

Through team planning/PLC's, coaching, and modeling, provide professional development and opportunities for create small group and whole group lessons based on reading record data.

**Person Responsible**

Lauren Rabener

**Schedule**

Semiannually, from 1/8/2015 to 5/28/2015

**Evidence of Completion**

Teacher feedback Student data Classroom walkthroughs

**Plan to Monitor Fidelity of Implementation of G5.B1.S1 6**

Student Data (F & P, iReady)  
Teacher Feedback  
Classroom Observations

**Person Responsible**

Robyn Monte

**Schedule**

On 5/28/2015

**Evidence of Completion**

EOY Student Data Lessons Plans Classroom Observations

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7**

Conversations during PLC's will provide feedback on how this strategy is working, specifically for struggling readers. Data will also be collected to monitor the growth of struggling readers and how they respond to being exposed to complex grade level text.

**Person Responsible**

Robyn Monte

**Schedule**

On 5/28/2015

**Evidence of Completion**

Student data Classroom Observations (change in instructional practices)

**G6. Increase the percentage of students achieving proficiency in writing. 1**

G044603

**G6.B1 Familiarity for all K-5 teachers with content of the new units and new ELA standards 2**

B109716

**G6.B1.S1** Purchase additional writing units from Schoolwide and/or Lucy Calkins have teachers K-5 attend the district-wide training on the writing workshop and 3-5 teachers, administrator, and literacy coach attend Lucy Calkins seminar, "Implementing Rigorous and Coherent Writing Instruction." 4

S121237

**Strategy Rationale**

**Action Step 1 5**

Purchase additional units of study for K-5 writing so teachers do not have to share, have teachers attend the district-wide professional development, and 3-5 teachers, an administrator, and the literacy coach attend Lucy Calkins' seminar on implementing the units of study in Orlando.

**Person Responsible**

Robyn Monte

**Schedule**

Quarterly, from 9/25/2014 to 5/28/2015

**Evidence of Completion**

Student Data Teacher Feedback Lesson Plans Changes in instructional practice

**Plan to Monitor Fidelity of Implementation of G6.B1.S1 6**

Lesson Plans  
Classroom Observations

**Person Responsible**

Robyn Monte

**Schedule**

Annually, from 1/15/2015 to 5/28/2015

**Evidence of Completion**

Student Data Lesson Plans

**Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7**

Students will become stronger writers.

**Person Responsible**

Robyn Monte

**Schedule**

Annually, from 12/4/2014 to 2/26/2015

**Evidence of Completion**

Classroom Observations Student Data

**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	Purchase Brainpop (JR) & TimeZ Attack, and "Mathematics Formative Assessments" (Keeley) for interactive hooks and fluency to improve problem solving, and Purchase Cognition-Based Assessment and Teaching Resources.	Monte, Robyn	9/16/2014	Lesson Plans Classroom Observations Student data	6/1/2015 quarterly
G4.B1.S1.A1	The literacy coach will meet with ESE and support facilitation teachers during grade level PLC's to look at data and design units of study and develop a cohesive curriculum. On-going professional development will continue on reading records and instructional implications as well as planning guided reading or strategy lessons using the	Rabener, Lauren	9/25/2014	Increase in student achievement on all assessments. Teacher feedback and classroom observations will also reveal if the strategy is breaking down the barrier.	5/28/2015 every-6-weeks

**Martin - 0331 - Bessey Creek Elementary School - 2014-15 SIP**  
*Bessey Creek Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	data. If teachers are interested, they can have all of the above modeled for them in their classrooms. The IPS coach and the literacy coach will help teachers to implement meaningful activities for students to engage in while the teacher is meeting with intervention groups. They will also work on grouping students across grade levels so that different teachers can work with students according to need and including enrichment. Mondo Oral Language Intervention will be used for students struggling with Speaking and Listening Standards. Classroom libraries will continue to be created so that students have access to materials necessary for their reading growth.				
G5.B1.S1.A1	Through team planning/PLC's, coaching, and modeling, provide professional development and opportunities for create small group and whole group lessons based on reading record data.	Rabener, Lauren	1/8/2015	Teacher feedback Student data Classroom walkthroughs	5/28/2015 semiannually
G6.B1.S1.A1	Purchase additional units of study for K-5 writing so teachers do not have to share, have teachers attend the district-wide professional development, and 3-5 teachers, an administrator, and the literacy coach attend Lucy Calkins' seminar on implementing the units of study in Orlando.	Monte, Robyn	9/25/2014	Student Data Teacher Feedback Lesson Plans Changes in instructional practice	5/28/2015 quarterly
G3.B1.S1.A1	Provide opportunities during PLC's and professional development to take a closer look at The Florida Standards.	Rabener, Lauren	9/25/2014	Units of study in reading, lesson plans, or increase in student achievement.	5/28/2015 quarterly
G1.MA1	Math SIP Committee will get feedback from grade level teams Team planning meetings will focus on math data several times a years	Monte, Robyn	9/16/2014	Student Data SIP Minutes	6/1/2015 quarterly
G1.B1.S1.MA1	Student benchmark data	Monte, Robyn	9/16/2014	Student data	6/1/2015 quarterly
G1.B1.S1.MA1	Classroom Observations Student Data	Monte, Robyn	9/16/2014	Student Data Lesson Plans Teacher Feedback Math Frameworks and Pacing Guides	quarterly
G2.MA1	Teacher Feedback Student Data	Monte, Robyn	9/16/2014	Meeting Minutes Lesson Plans Student Data Lesson Plans	6/1/2015 quarterly
G3.MA1	Reading Records iReady Common Grade Level Assessments (2-5) Writing Samples (K-5)	Monte, Robyn	9/12/2014	More Accurate Running Record Data On-Demand Student Writing Teacher Evaluations Other Student Assessment Data-iReady & Common Assessments	6/1/2015 semiannually
G3.B1.S1.MA1	Teachers will become more confident in themselves around understanding the rigor of the standards and how to implement the standards through the components of balanced literacy.	Monte, Robyn	1/9/2015	Teacher feedback, evaluations	5/28/2015 semiannually
G3.B1.S1.MA1	Classroom observations will show a shift in instruction.	Monte, Robyn	10/9/2014	Lesson plans, teacher observations, and student data	5/28/2015 semiannually
G4.MA1	Adventure Leaders will learn how to utilize the PLC guidelines for looking at data and continue this work with their grade level teams.	Rabener, Lauren	10/16/2014	Data meetings will appear on school calendar. Coaches (IPS, Literacy, & Guidance) along with administrators will support the "Adventure Leaders" as they work with their teams.	5/28/2015 quarterly

<b>Source</b>	<b>Task, Action Step or Monitoring Activity</b>	<b>Who</b>	<b>Start Date (where applicable)</b>	<b>Deliverable or Evidence of Completion</b>	<b>Due Date/End Date</b>
G4.B1.S1.MA1	SWD and ED students will have an increase in achievement on iReady and F & P's.	Rabener, Lauren	10/30/2014	F & P levels and iReady	5/28/2015 quarterly
G4.B1.S1.MA1	review data, classroom observations, PLC's, & provide opportunities to discuss student needs with literacy and IPS coach.	Rabener, Lauren	10/9/2014	classroom observations, student data, lesson plans	5/28/2015 quarterly
G5.MA1	Lowest quartile reading data will be collected.	Rabener, Lauren	5/28/2015	Change in instructional practice as observed through coaching sessions, classroom observations, and discussions at PLC's.	5/28/2015 one-time
G5.B1.S1.MA1	Conversations during PLC's will provide feedback on how this strategy is working, specifically for struggling readers. Data will also be collected to monitor the growth of struggling readers and how they respond to being exposed to complex grade level text.	Monte, Robyn	5/28/2015	Student data Classroom Observations (change in instructional practices)	5/28/2015 one-time
G5.B1.S1.MA1	Student Data (F & P, iReady) Teacher Feedback Classroom Observations	Monte, Robyn	3/26/2015	EOY Student Data Lessons Plans Classroom Observations	5/28/2015 one-time
G6.MA1	Grade Level Planning/PLC SIP Literacy Committee Meeting	Rabener, Lauren	9/16/2014	Student Samples FSA Writing Scores	6/1/2015 quarterly
G6.B1.S1.MA1	Students will become stronger writers.	Monte, Robyn	12/4/2014	Classroom Observations Student Data	2/26/2015 annually
G6.B1.S1.MA1	Lesson Plans Classroom Observations	Monte, Robyn	1/15/2015	Student Data Lesson Plans	5/28/2015 annually

## 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.*

### **G3.** Increase the percentage of students making learning gains in reading.

#### **G3.B1** Understanding and unpacking The Florida Standards

**G3.B1.S1** Provide opportunities during PLC's and professional development to take a closer look at The Florida Standards, especially in grades 3-5 where those standards are new. Use the anchor standards and the Continuum of Literacy Learning to gain deeper understanding about what needs to be taught, what level of complexity the standards are written at and what strategic action the standards are asking students to perform.

#### **PD Opportunity 1**

Provide opportunities during PLC's and professional development to take a closer look at The Florida Standards.

##### **Facilitator**

Lauren Rabener

##### **Participants**

teachers

##### **Schedule**

Quarterly, from 9/25/2014 to 5/28/2015

**G4.** Increase the number of SWD's scoring proficient in reading from 42% to 66% and ED students from 56% to 84%.

**G4.B1** Increased rigor of assessments from year to year makes it difficult for students with disabilities and economically disadvantaged students to fill the gap.

**G4.B1.S1** Use reading record data, iReady, and Mondo Oral Language to target students' instructional needs; using the data to provide small group instruction that will result in one year's growth.

### **PD Opportunity 1**

The literacy coach will meet with ESE and support facilitation teachers during grade level PLC's to look at data and design units of study and develop a cohesive curriculum. On-going professional development will continue on reading records and instructional implications as well as planning guided reading or strategy lessons using the data. If teachers are interested, they can have all of the above modeled for them in their classrooms. The IPS coach and the literacy coach will help teachers to implement meaningful activities for students to engage in while the teacher is meeting with intervention groups. They will also work on grouping students across grade levels so that different teachers can work with students according to need and including enrichment. Mondo Oral Language Intervention will be used for students struggling with Speaking and Listening Standards. Classroom libraries will continue to be created so that students have access to materials necessary for their reading growth.

#### **Facilitator**

Literacy Coach IPS Coach

#### **Participants**

All Teachers

#### **Schedule**

Every 6 Weeks, from 9/25/2014 to 5/28/2015

**G5. Increase proficiency level of those students in the lowest quartile.**

**G5.B1** Understanding how to use the Continuum of Literacy Learning & The Florida Standards, along with reading record data to drive and differentiate instruction along with other resources such as Ready LAFS (3-5) and Schoolwide Reading Fundamentals.

**G5.B1.S1** Teachers will have opportunities to engage in using the continuum to plan out small group lessons. Teachers will use interactive read-aloud (K-5) and shared reading (K-1) and choral reading (2-5) to present complex text and close reading.

**PD Opportunity 1**

Through team planning/PLC's, coaching, and modeling, provide professional development and opportunities for create small group and whole group lessons based on reading record data.

**Facilitator**

Literacy Coach

**Participants**

Classroom Teachers

**Schedule**

Semiannually, from 1/8/2015 to 5/28/2015

**G6. Increase the percentage of students achieving proficiency in writing.**

**G6.B1** Familiarity for all K-5 teachers with content of the new units and new ELA standards

**G6.B1.S1** Purchase additional writing units from Schoolwide and/or Lucy Calkins have teachers K-5 attend the district-wide training on the writing workshop and 3-5 teachers, administrator, and literacy coach attend Lucy Calkins seminar, "Implementing Rigorous and Coherent Writing Instruction."

**PD Opportunity 1**

Purchase additional units of study for K-5 writing so teachers do not have to share, have teachers attend the district-wide professional development, and 3-5 teachers, an administrator, and the literacy coach attend Lucy Calkins' seminar on implementing the units of study in Orlando.

**Facilitator**

Literacy Coach- Lauren Rabener Margo Nubelo Andrea Ascitutto-Houck Lucy Calkins

**Participants**

Classroom Teachers, Administrators, and Literacy Coach

**Schedule**

Quarterly, from 9/25/2014 to 5/28/2015



## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Increase the percentage of students achieving proficiency (level 3) in math from 74% to 83% Raise the level of SWD scoring proficient from 42% to 71% Raise the level of ED students scoring proficient in math from 56% to 76% Increase students in lowest 25% making learning gains from 75% to 78%	1,500
<b>Grand Total</b>	<b>1,500</b>

**Goal 1:** Increase the percentage of students achieving proficiency (level 3) in math from 74% to 83%  
 Raise the level of SWD scoring proficient from 42% to 71% Raise the level of ED students scoring proficient in math from 56% to 76% Increase students in lowest 25% making learning gains from 75% to 78%

Description	Source	Total
<b>B1.S1.A1</b> - Purchase TimeZ Attack	School Improvement Funds	1,500
<b>Total Goal 1</b>		<b>1,500</b>