

Miami-Dade County Public Schools

Bent Tree Elementary School



2015-16 School Improvement Plan

Bent Tree Elementary School

4861 SW 140TH AVE, Miami, FL 33175

<http://benttree.dadeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	78%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	97%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
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 Bent Tree Elementary is to provide our students with a challenging educational program that will develop intellectual, social, emotional, and physical growth in a positive and supportive environment as we encourage, empower, and expect each student to become a productive member of society. All students will be given the tools needed to become active learners that access information and synthesize ideas to solve real world problems.

Provide the school's vision statement

The vision of Bent Tree Elementary School is to unite the school and community in teaching our students the value of education. By instilling the value of education in our students we are creating lifelong learners that will develop into responsible, productive members of society.

School Environment

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

Bent Tree Elementary embraces diversity by building a school culture that fosters positive relationships between teachers and students. Data chats at the beginning of the school year provide teachers with background knowledge of individual students' strengths and weaknesses. Classroom teachers collaborate with the music teacher to create presentations for Hispanic Heritage, Holidays, and Black History. Furthermore, during ESE Week, the school participates in an Adopt-a-Classroom activity in which a special education class is adopted by a general education class. Through this activity, awareness of a diverse population is built and tolerance for differences is taught. The school hosts a variety of programs and family nights that enable teachers, students, and their families to build positive relationships, such as Polar Express Night, Multicultural Arts Festival, Reading under the Stars, Miami Rescue Mission's toy and food drives, blood drives, Papa John's Night, Chuck E. Cheese Night, Career Day, and Field Day.

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

Bent Tree Elementary creates an environment where students feel safe, respected and supported by establishing a culture of inclusion and respect that welcomes all students. The school counselor promotes a bully free environment by providing students with bullying prevention lessons. Furthermore the counselor has an anonymous reporting box located outside her office in which anyone can report safety concerns. In addition the DARE officer works with fifth grades to prevent substance abuse, bullying and safety. Security personnel are visible throughout the building and provide add supervision throughout the building.

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

Bent Tree Elementary promotes a positive school climate that supports academic achievement and emphasizes civility, fairness, mutual respect, and acceptance of diversity. Students are expected to

follow the Miami-Dade County Public Schools Student Code of Conduct. Teachers are expected to maintain high standards in regards to classroom discipline. The policy at Bent Tree Elementary is to require a uniform atmosphere of cordiality, courtesy, consideration and respect in the classroom and throughout the campus. To encourage and recognize positive model student behavior, students will be rewarded and recognized for striving to do their best, and for respecting other students and teachers. Student positive behaviors are recognized on a monthly basis through the Character Trait of the Month and through the Do the Right Thing Program. In addition, teachers are expected to follow the schools Progressive Discipline Plan when discipline problems arise.

Progressive Discipline Plan

Step I: The teacher may use proximity control to shape behavior, speak to the student on a one-to-one basis, move the student's seat, contact the parent, and hold a student/parent conference. Teachers must attempt to re-direct off-task behavior. Parent contact is required before a referral can be made to the administration.

Step II: Teacher/Student/Parent Conference Teachers should honestly make a concerted effort to make parent contact to discuss off-task behavior. All faculty members must keep a Parent Communication Log.

Step III: Teacher refers student, with a Case Management Referral form, to an administrator who will refer to the guidance counselor (when deemed necessary). Our counselor is the vehicle for delivering guidance and counseling to our students, not disciplinary actions.

Step IV: Referring students for Administrative Actions. Students should be sent directly to the appropriate administrator only when critical incidents occur such as fighting, accidents/injury, possession of a weapon or substance, etc. Actions taken by administration are based on the Code of Student Conduct.

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

Bent Tree Elementary ensures the social and emotional needs of all students are met through the school counselor and social worker. The school counselor provides numerous services to our students, such as individual and group counseling, referrals to outside agencies, and educational and career planning. This is evident in our Rtl procedures, SST/IEP meetings, Career Week, bullying prevention program, Do the Right Thing Program, D.A.R.E. Program, and monthly character traits recognition program. The school counselor also implements bullying prevention programs and assist students with conflicts resolution. In addition the counselor and social worker help parents by providing the support and resources needed to meet the needs of the student and family.

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

The Leadership Team meets for data chats to document and discuss student attendance, district and statewide assessment data, behavior, and progress in all content areas. Students failing ELA and/or Math courses and Students scoring a level 1 on statewide assessments are referred to the appropriate intervention program following the district's pupil progression plan. Intervention programs include but are not limited to the Core Curriculum Intervention component (Wonder Works), Enrichment Lab, Title III tutoring for ELL students, and I-Ready for Reading and Math. Students whose attendance is below 90% are referred to the Attendance Review Committee as well as the school social worker. Students with discipline problems that are impacting progress are referred to the counselor. The counselor together with teachers and parents develops a behavior intervention plan for the child that will be implemented i by the classroom teacher.

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
	K	1	2	3	4	5	
Attendance below 90 percent	9	14	3	6	6	2	40
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	9	21	15	23	9	10	87
Level 1 on statewide assessment	0	0	0	26	9	8	43

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	1	4	8	1	2	14	30

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

Bent Tree Elementary has an attendance incentive program that rewards students with perfect attendance daily, bi-weekly, monthly, and quarterly through various activities and tangible prizes. The homerooms with perfect attendance for the week are placed in a bi-weekly raffle to win lunch with the principal. Students failing ELA and/or Math courses are placed on a Progress Monitoring Plan which is monitored through Response to Intervention process. Students receive teacher-led and computer-based differentiated instruction. They also participate in Enrichment Lab twice per week for one hour. Title III Tutoring is also provided for ELL students twice per week for an hour.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/187493>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Bent Tree Elementary continuously builds community partnerships by inviting community agencies to become a school partner. Students are rewarded for their grades through programs like the Winners Circle, which gives students coupons to local business for free or discounted products or experiences.

The local community agencies and businesses are invited to participate at parent resource fairs, student health fairs, career day, and ongoing school events. Teachers at the school also participate in donor programs that provide teachers with donations for their classrooms that enhance student learning.

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:

Name	Title
Bourland, Victoria	Principal
Ruiz-Garcia, Carmen	Assistant Principal
Zabala, Maria	Instructional Coach
Martinez, Rosa	Teacher, ESE
Pou, Raiza	Teacher, K-12
Christie, Kristine	Teacher, K-12
Gallo, Ana	Other
Correa, Arlene	Guidance Counselor
Baixauli, Christina	Teacher, K-12

Duties

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

Principal (Victoria Bourland): Facilitates and conducts meetings by providing current data and support documents, as well as, oversees the implementation of the ELAB program. The Principal guides the leadership team through a process of problem solving issues and concerns that arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

Assistant Principal (Carmen Ruiz-Garcia): The Assistant Principal assists with working with the leadership team to ensure commitment to the goals set forth at the meetings. Along with the principal and teachers, she works on building staff support, internal capacity, and sustainability over time. The assistant principal also assists with monitoring the curriculum on a continuous basis.

SAC Member (Margarita Bonachea): EESAC chairperson

General Education Teachers K-5:

Mr. Rosa Martinez serves as the Professional Development Liaison. She processes teacher professional development sessions so that teachers receive credit for their participation. In addition, she keeps track of teacher professional development documentation. Ms. Martinez is also a Special Education teacher. She participates in student data collection, integrates instructional activities for all TIER students, and works together with the general education teachers to collaborate activities.

Ms. Raiza Pou serves as the Science Liaison. She attends monthly liaison meetings sponsored by the district and provides the teachers with professional development and mentoring in the area of Science.

Ms. Kristine Christie serves as the Math Liaison. She attends monthly liaison meetings sponsored by the district and provides the teachers with professional development and mentoring in the area of Math.

Ms. Christina Baixauli is the Title I Liaison. As the liaison, she is responsible for properly filing all

appropriate paperwork in order to ensure compliance.

Ms. Reading Coach (Maria Zabala) attends monthly district sponsored meetings. She provides teachers with professional development in Reading, Language Arts and Writing. Ms. Zabala provides teachers with instructional support through coaching, modeling, conferencing, and collaborative planning. In addition Ms. Zabala assists in school-wide data analysis, intervention action planning for MTSS/RtI Tier 2/3 students, and instructional technology implementation.

Media Specialist (Annie Gallo) : Provides support with Media materials and Accelerated Reader (AR) programs.

Student Services (Arlen Correa): Provides quality services and expertise on intervention with at-risk students. In addition, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans and provides support for intervention fidelity and documentation. Provides counseling for students that are in jeopardy of not doing well.

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 MTSS/RTI Leadership Team at Bent Tree Elementary School met with the EESAC and principal to develop the SIP. The team provided information or data regarding student needs, targeting Tier 1-3 interventions, including but not limited to academic, social and emotional areas. They set goals and expectations to address the development of a system that facilitates learning and teaching strategies. The MTSS/RtI team provides data on all students and suggestions for student achievement.

Title I, Part A

As a Title I school, funds are provided to assist with our Enrichment-LAB (Tutorial program). E-LAB is a reading intervention program headed by the Reading Coach. It is taught by a part-time teachers. TIER II and III students requiring immediate intensive intervention or students struggling in the areas of reading and writing are given the opportunity to study and learn in small targeted groups. Services are provided to ensure students requiring additional remediation are assisted through before/after and during school day remedial programs. The District coordinates with Title II and III in ensuring staff development needs are provided. The Curriculum (Reading) Coach develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. She identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children to be considered "at risk", assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as academically disadvantaged, neglected and/or delinquent students.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with District Drop-out Prevention Program.

Title II

The District uses supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program.
- Training for add-on endorsement programs, such as Reading, Gifted, and ESOL.
- Training and substitute release time for Professional Development Liaisons (PDL) at each school Focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson

Study Group implementation and protocols.

Title III

Bent Tree Elementary School provides services through the District for education materials and ELL District support services to improve the education of immigrants and English Language Learners and to assist the school's LEP students in the areas of reading, mathematics, and science. The extra support is provided during after-school hours for one hour, two times a week.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Margarita Bonachea	Teacher
Stephanie Otano	Parent
Victoria Bourland	Principal
Josephine Ramirez	Teacher
Kristine Christie	Teacher
Raiza Pou	Teacher
Annie Gallo	Teacher
Angela Lescano	Education Support Employee
Hilda Gayoso	Education Support Employee
Isabella Zagalez	Student
Rashel Vazquez	Student
Enrique Perea	Business/Community
Barry Bourland	Business/Community
Alfredo Mesa	Business/Community
Alex Martinez	Business/Community
Miranda Sanchez	Parent
Tara Deloach	Teacher
Ana Noy	Parent
Yanelis Garcia	Parent
Dayami Lozano	Parent
Isabel Lopez Miranda	Parent
Tamara Sequiera	Parent
Davile Espinosa	Parent

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 School Advisory Council evaluated last years SIP plan by analyzing student data from the FCAT 2.0 and the SAT 10.

Development of this school improvement plan

The School Advisory Council met to evaluate school performance data, develop and approve the School Improvement Plan.

Preparation of the school's annual budget and plan

The School Advisory Council meets to review, discuss, and approve the school's annual budget plan.

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

Supplemental Materials- \$1000.00
 Student Achievement and Attendance Incentives- \$1650.00
 Parent Involvement Incentives- \$150.00

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:

Name	Title
Zabala, Maria	Instructional Coach
Bourland, Victoria	Principal
Martinez, Rosa	Teacher, ESE
Ruiz-Garcia, Carmen	Assistant Principal
Gallo, Ana	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The LLT promotes literacy within the school by promoting a school culture that motivates and supports a reading program that is diverse and balanced. The team ensures that classroom teachers create a literacy rich environment that promotes independent reading through classroom libraries. Also the team sponsors programs and contests throughout the year to motivate students to read. In addition the Leadership Literacy team monitors student progress in Reading by analyzing student data from district and statewide assessments. Through data chats student needs are discussed and adjustments to instruction are made. Struggling students are provided with support through various programs designed to meet individual student needs. The LTT monitors such programs for implementation fidelity and success.

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

Teachers are provided with common planning time throughout the week. During this time teachers collaborate by analyzing student data as a grade level and plan for instruction. Grade level meetings with the Leadership team are held monthly to ensure collaborative planning and appropriate use of district

developed pacing guides across all content areas. However, teachers are invited to plan with liaisons as needed. Teachers are provided with district updates, support and training during the meetings. In addition Professional Learning Communities are established based on teacher needs assessments in order to promote collaboration across all grade levels and content areas. The bi-weekly PLC meetings are teacher led and build strong professional relationships among colleagues.

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

The school provides teachers with support through professional development days, coaching, mentorships, and grade level meetings. Professional Development courses are widely offered and teachers are encouraged to have their certifications current and updated. Also, the Leadership teams and UTD steward provide teachers with information on an ongoing basis on opportunities available for teachers to grow and develop as professionals.

A yearly orientation meeting is held by the administrators to welcome new teachers/current teachers and have the opportunity to introduce and review school procedures and policies.

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

New Teachers are paired with veteran teachers in an effort to assist the rookie teacher with support. New teachers are paired with veteran teachers within their own grade level and/or department in an effort to assist the rookie teacher with the day to day support. Mentoring activities include but are not limited to school procedures, classroom management, gradebook support and best practices instruction.

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

Bent Tree Elementary follows the M-DCPS district pacing guide which is aligned to the Florida standards. Teachers utilize materials provided by the school district that are identified in the pacing guide. Grade level meetings and faculty meetings provide updates on core instructional programs and information on professional development offerings to support teachers as they implement the 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

The Leadership Team meets with teachers on a quarterly basis to discuss student data from classroom, district and statewide assessments. During the data chat student progress is discussed and instructional implications for differentiated instruction are addressed to meet the diverse learning needs of students. Teachers modify instruction to meet student needs by using district required intervention programs to provide students with intervention. In addition students struggling in Reading are referred to the enrichment lab for additional tutoring twice per week for an hour. The core curriculum is supplemented by various instructional technology programs that are designed to provide differentiated instruction to meet the individual needs of students for remediation and enrichment.

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: After School Program

Minutes added to school year: 180

Title III Tutoring

Strategy Rationale

ELL students in first grade will receive tutoring twice per week.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bourland, Victoria, pr0271@dadeschools.net

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

District and statewide data will be analyzed to determine the effectiveness of the strategy.

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

Bent Tree Elementary encourages local Pre-K 4 programs in the community to visit the school. The community is also invited to school sponsored events. In order to lower the level of stress on incoming families, Kindergarten teachers host an orientation before the first day of school. Parents and students are able to meet their teacher, classmates, and see the classroom environment. Parents also receive all the information needed for a successful transition into Kindergarten. On the first day and week of school, the counselor and various staff members are available in the Kindergarten classrooms to assist teachers in welcoming and comforting students. Students in fifth grade begin to get ready for the transition into middle school throughout the school year. Magnet programs from neighboring middle schools visit the school to present to the students and send information home to parents. At Open House parents are encouraged to explore middle school options for their child. Towards the end of the year, teachers participate in articulation meetings at feeder pattern middle schools and assist in creating the students middle school schedule. Parents of students with disabilities will participate in a transition meeting in which placement for the child will be determined.

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

N/A

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

N/A

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** Bent Tree Elementary will increase student achievement by improving core instruction in all content areas.

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. Bent Tree Elementary will increase student achievement by improving core instruction in all content areas. 1a

G070435

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
FSA Mathematics - Achievement	90.0
Math Gains	95.0
Math Lowest 25% Gains	83.0
AMO Math - SWD	
AMO Reading - All Students	
FSA English Language Arts - Achievement	81.0
ELA/Reading Gains	89.0
ELA/Reading Lowest 25% Gains	94.0
FCAT 2.0 Science Proficiency	64.0
CELLA Writing Proficiency	44.0
FAA Reading Proficiency	78.0
CELLA Listening/Speaking Proficiency	54.0
CELLA Reading Proficiency	39.0
FAA Mathematics Achievement	78.0
AMO Reading - SWD	

Resources Available to Support the Goal 2

- Principal, AP, Interventionist, Reading coach, Math and Science Liaison, After-School program, Instructional technology (Ex. Reading Plus, Imagine Learning, C-Palms, Think Central, Discovery Learning, Gizmos, NBC LLearn, Social Studies Weekly, McGraw-Hill Wonders, Accelerated Reader, I-Ready, Reflex Math, Think Central, My On Reader), Title III tutoring, PTA, Computer technician, Wonder Works intervention Program, Integrating technology through the use of Promethium Boards.

Targeted Barriers to Achieving the Goal 3

- Evidence of differentiated instruction is not evident in all classrooms.

Plan to Monitor Progress Toward G1. 8

Data from 2016 Florida Standards Assessments, District Interim assessments, I-Ready Diagnostic Assessments, Core curriculum unit assessments, and 2016 Science Fcat 2.0 will be collected and reviewed to determine progress toward the goal.

Person Responsible

Victoria Bourland

Schedule

Quarterly, from 10/12/2015 to 5/2/2016

Evidence of Completion

Assessment data reports(FSA, Interim, and unit), Student performance reports (I-Ready)

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. Bent Tree Elementary will increase student achievement by improving core instruction in all content areas.

1

 G070435

G1.B1 Evidence of differentiated Instruction is not evident in all classrooms. **2**

 B183467

G1.B1.S1 Data Guided Instruction **4**

 S195159

Strategy Rationale

Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

Action Step 1 **5**

Provide professional development across all content areas on the effective use of multiple data points to set goals and determine research-based instructional strategies that best address students' needs, during monthly grade meeting designated for professional development.

Person Responsible

Victoria Bourland

Schedule

On 10/28/2015

Evidence of Completion

Sign-In Sheets, Agenda, Handouts

Action Step 2 5

Teachers across all content areas will collaboratively develop and implement lessons utilizing the Florida Standards, Science Next Generation Sunshine State Standards, and multiple data points to set goals in order to determine research-based instructional strategies within a differentiated instructional framework.

Person Responsible

Victoria Bourland

Schedule

Weekly, from 10/12/2015 to 6/1/2016

Evidence of Completion

Classroom visitation logs, Grade level planning meeting minutes, Lesson Plans, Teacher/student discourse, and Reflections

Action Step 3 5

Identify observational classrooms across all content areas that highlight effective implementation of a differentiated instructional framework that uses research-based strategies to meet the individual learning needs of students.

Person Responsible

Carmen Ruiz-Garcia

Schedule

On 11/11/2015

Evidence of Completion

Collaborative planning meeting minutes, debriefings, teacher observations, lesson plans

Action Step 4 5

Provide additional support across all content areas on the effective implementation of a differentiated instructional framework that uses research-based strategies and multiple data points to meet the individual learning needs of students.

Person Responsible

Victoria Bourland

Schedule

Weekly, from 10/12/2015 to 6/1/2016

Evidence of Completion

Sign-In Sheets, Agenda

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

Administrators will monitor for fidelity of implementation through classroom visitations that will focus on observing evidence of data guided differentiated small group instruction, on-going progress monitoring, data chats and teacher feedback.

Person Responsible

Victoria Bourland

Schedule

Weekly, from 10/14/2015 to 1/25/2016

Evidence of Completion

PD agendas, Sign-in sheets, Teacher lesson plans, Student DI folders

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

Administrators will monitor for effectiveness of implementation through classroom visitations that will focus on observing evidence of data guided differentiated small group instruction, data analysis of on-going progress monitoring assessments, data chats and teacher feedback.

Person Responsible

Victoria Bourland

Schedule

Weekly, from 10/14/2015 to 1/25/2016

Evidence of Completion

Data chats, On-going progress monitoring data reports, Meeting minutes, Debriefing, Student work

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 professional development across all content areas on the effective use of multiple data points to set goals and determine research-based instructional strategies that best address students' needs, during monthly grade meeting designated for professional development.	Bourland, Victoria	10/27/2015	Sign-In Sheets, Agenda, Handouts	10/28/2015 one-time
G1.B1.S1.A2	Teachers across all content areas will collaboratively develop and implement lessons utilizing the Florida Standards, Science Next Generation Sunshine State Standards, and multiple data points to set goals in order to determine research-based instructional strategies within a differentiated instructional framework.	Bourland, Victoria	10/12/2015	Classroom visitation logs, Grade level planning meeting minutes, Lesson Plans, Teacher/student discourse, and Reflections	6/1/2016 weekly
G1.B1.S1.A3	Identify observational classrooms across all content areas that highlight effective implementation of a differentiated instructional framework that uses research-based strategies to meet the individual learning needs of students.	Ruiz-Garcia, Carmen	11/9/2015	Collaborative planning meeting minutes, debriefings, teacher observations, lesson plans	11/11/2015 one-time
G1.B1.S1.A4	Provide additional support across all content areas on the effective implementation of a differentiated instructional framework that uses research-based strategies and multiple data points to meet the individual learning needs of students.	Bourland, Victoria	10/12/2015	Sign-In Sheets, Agenda	6/1/2016 weekly
G1.MA1	Data from 2016 Florida Standards Assessments, District Interim assessments, I-Ready Diagnostic Assessments, Core curriculum unit	Bourland, Victoria	10/12/2015	Assessment data reports(FSA, Interim, and unit), Student performance reports (I-Ready)	5/2/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	assessments, and 2016 Science Fcat 2.0 will be collected and reviewed to determine progress toward the goal.				
G1.B1.S1.MA1	Administrators will monitor for effectiveness of implementation through classroom visitations that will focus on observing evidence of data guided differentiated small group instruction, data analysis of on-going progress monitoring assessments, data chats and teacher feedback.	Bourland, Victoria	10/14/2015	Data chats, On-going progress monitoring data reports, Meeting minutes, Debriefing, Student work	1/25/2016 weekly
G1.B1.S1.MA1	Administrators will monitor for fidelity of implementation through classroom visitations that will focus on observing evidence of data guided differentiated small group instruction, on-going progress monitoring, data chats and teacher feedback.	Bourland, Victoria	10/14/2015	PD agendas, Sign-in sheets, Teacher lesson plans, Student DI folders	1/25/2016 weekly

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. Bent Tree Elementary will increase student achievement by improving core instruction in all content areas.

G1.B1 Evidence of differentiated Instruction is not evident in all classrooms.

G1.B1.S1 Data Guided Instruction

PD Opportunity 1

Provide professional development across all content areas on the effective use of multiple data points to set goals and determine research-based instructional strategies that best address students' needs, during monthly grade meeting designated for professional development.

Facilitator

Maria Zabala, Reading Coach, Kristine Christie, Math Liaison, Raiza Pou, Science Liaison

Participants

All Teachers

Schedule

On 10/28/2015

PD Opportunity 2

Provide additional support across all content areas on the effective implementation of a differentiated instructional framework that uses research-based strategies and multiple data points to meet the individual learning needs of students.

Facilitator

Maria Zabala, Reading Coach, Kristine Christie, Math Liaison, Science Liaison

Participants

All Teachers

Schedule

Weekly, from 10/12/2015 to 6/1/2016

Technical Assistance Items

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

Budget

Budget Data			
1	G1.B1.S1.A1	Provide professional development across all content areas on the effective use of multiple data points to set goals and determine research-based instructional strategies that best address students' needs, during monthly grade meeting designated for professional development.	\$0.00
2	G1.B1.S1.A2	Teachers across all content areas will collaboratively develop and implement lessons utilizing the Florida Standards, Science Next Generation Sunshine State Standards, and multiple data points to set goals in order to determine research-based instructional strategies within a differentiated instructional framework.	\$0.00
3	G1.B1.S1.A3	Identify observational classrooms across all content areas that highlight effective implementation of a differentiated instructional framework that uses research-based strategies to meet the individual learning needs of students.	\$0.00
4	G1.B1.S1.A4	Provide additional support across all content areas on the effective implementation of a differentiated instructional framework that uses research-based strategies and multiple data points to meet the individual learning needs of students.	\$0.00
Total:			\$0.00