Charles E. Bennett Elementary School

2015-16 School Improvement Plan

Charles E. Bennett Elementary School

1 S OAKRIDGE AVE, Green Cove Springs, FL 32043

http://ceb.oneclay.net

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	65%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	33%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	C	B	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 Clay 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.

Table of Contents

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	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At Charles E. Bennett Elementary our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

Charles E. Bennett Elementary exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

School Environment

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

CEB learns about students' cultures and builds relationships between teachers and students by hosting family involvement events each month. Each involvement activity is content based and theme driven to engage families, and build relationships between teachers and students. Conference nights, held twice a year and throughout the year as needed, also offer an opportunity for teachers to learn about students cultures. Community-based outreach programs through local churches offer opportunities to provide resources for families and teachers.

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

Students can visit the guidance counselors to discuss issues and ensure they are feeling safe and respected at all times. If a child is feeling bullied by another student they can fill out a bully slip and administration and guidance counselors will address to ensure all students are feeling respected while they are at school. In the Title 1 compact, that is reviewed with parents and students, there is a statement that addresses safety and respect. The students are encouraged to tell an adult if they feel that someone is not upholding those rights. Throughout the year local community groups, such as the Green Cove Police Department and Green Cove Fire Department, are invited to CEB to present to the students regarding varying issues.

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

CEB's PRIDE Guidelines are a school wide program that implements positive behavior reinforcement to ensure a safe school environment. Students can earn PRIDE referrals to note positive decision making, along with a PRIDE award winner from each class, each nine weeks. To ensure safety within the cafeteria there are additional guidelines that are posted up at all times.

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

Guidance counselors are readily available to meet with students regarding social-emotional needs. In addition, Title 1 teachers meet with select students each day to reflect about their day and ensure positive interactions at CEB. These Title 1 teachers contact the students parent each day and send by email a copy of the students behavior plan. Teacher, student and parental input is given on a daily basis to support the student. Clay Behavioral is available for students that qualify for counseling services. The ELA curriculum, Making Meaning and Being a Writer, builds social skills into lessons to support student interactions with one another. Teachers work to incorporate the Social Emotional Learning Competencies in all content areas.

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

At interim and report card time sixth grade students are evaluated and flagged if they fall into two of these four listed categories. After being identified parents will be contacted.

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 6	Total
Attendance below 90 percent	10	10
One or more suspensions	7	7
Course failure in ELA or Math	2	2
Level 1 on statewide assessment	0	
	0	
	0	
	0	
	0	
	0	

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

Indicator	Grade Level 6	Total
Students exhibiting two or more indicators	6	6

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

Students in EWS are offered free tutoring opportunities that will provide additional support.
We also have behavior plans to monitor and improve behavior that may be interfering with academic progress.

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/207924.

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

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 is addressed in the PIP.

In addition to what is addressed in our Title I PIP, CEB fosters relationships through community involvement with Hickory Grove Baptist Church, Magnolia Women's Club, Elk's Lodge, St. Catherine's Catholic Church, Green Cove Springs Women's Club, River Christian Church, and the Tax Collector Office. These community organizations provide resources such as food, clothing, school supplies that our students might not otherwise have. CEB recognizes these partnerships with a spring Thank you Luncheon.

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
Lester, Shelley	Principal
McIver, Melanie	Assistant Principal
Comer, Terri	Instructional Coach
O'Brien, Jennifer	Teacher, K-12
Carter, Amber	Teacher, K-12
Dallas, Lindsey	Teacher, K-12
Vidal, Niorka	Teacher, K-12
O'Donnell, Caitlin	
Miller, Ann	Teacher, K-12
Morrison, Katherine	
Salvonik, Susan Page	
Edwards, Marie	

Duties

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

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-2 PMRN, 3-12 Performance Matters benchmark assessments, and formal assessments such as FSA and high school EOCs. The principal is the leader of the meeting. Assistant principals attend the meetings in a support role for the principal. The reading/intervention coach serves to suggest effective interventions for Tier 1 instructional needs. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

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

All K-10 and level 1 & 2 11th and 12th grade students will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Coaches are in place at each school and will focus upon supporting quality Tier 1 instruction in all content areas. Administrators will meet monthly with all grade level/content area teams. At these monthly meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level / course expectations. These monthly meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs.
Title I: Charles E. Bennett Elementary offers intensive academic classes to all students who are performing below grade level. Outside the regular scheduled school day, tutoring services are provided to ensure students requiring additional remediation are assisted.
Title I, Part C Migrant: Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.
Title II: District receives supplemental funds for improving basic education programs through the

purchase of small equipment to supplement education programs. New technology in classrooms will increase the instruction strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title III: Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X Homeless: District Social Worker provides resources (clothing, tutoring, school supplies, social services, referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

SAI: SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers. SAI funds will be used to expand the summer program to all Level 2 students.

Violence Prevention Programs: CEB's PRIDE Guidelines are a school wide program that implements positive behavior reinforcement to ensure a safe school environment. Students can earn PRIDE referrals to note positive decision making, along with a PRIDE award winner from each class, each nine weeks. To enure safety within the cafeteria they have implemented additional guidelines that are posted up at all times.

Nutritional Program: CEB allows all children grades K-6 access to breakfast and lunch through the Community Eligibility Program (CEP), which is a federally funded program based on various community indicators. Charles E. Bennett Elementary is an 100% CEP provider. In addition, through federal funding Charles E. Bennett offers a summer feeding program. This program allows any person to the age of 18 to eat breakfast and lunch free of charge.

Head Start: A Head Start program is offered in Green Cove Springs. Students entering from this program are well prepared for kindergarten and beyond.

Adult Education: Parents are invited to participate in all classes offered under the district's Adult Education Program.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Shelley Lester	Principal
Terri Comer	Teacher
Virginia Sheppard	Education Support Employee
Teber Pyles	Parent
Stacy Metcalfe	Teacher
Alice Schwison	Parent
Erin Howard	Parent
Erica Terry	Parent
Jennifer Edwards	Parent
Trish Ross	Parent
Jeane Marie Jackson	Student
Grant Metcalfe	Student
	Student

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

As we reviewed last year's plan we evaluated the goals that were set. It was clear that creating general goals, utilizing specific strategies, was a better option than assigning a specific % goal. The data is not readily available to compare, so more evaluation was done on the verbiage of last year's goals and how we are continuing to improve this coming year. After having viewed last years plan and looking at the data, we realized that our plan was not focused on the appropriate area of need.

Development of this school improvement plan

Our mission is to work collaboratively with all stakeholders to set goals that are challenging and rewarding for all children. Members of SAC will review the plan. As a collaborative group including all stakeholders, we will discuss the option to add or omit any information or goals within the plan.

Preparation of the school's annual budget and plan

Discussion of budget included the use of funds for Bees in Action tutoring, along with increasing classroom libraries.

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

No funds were allocated.

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**
	Teacher, K-12
McCord, Amy	Teacher, K-12
Morrison, Katherine	Teacher, K-12
Ivey, Kelsey	Teacher, K-12
Vidal, Niorka	Teacher, K-12
Bowers, Sondra	Teacher, K-12
Salvonik, Susan Page	Teacher, K-12
Hahn, Joanna	Teacher, K-12
Lester, Shelley	Principal
Comer, Terri	Instructional Coach
Gray, Katlyn	Teacher, K-12
Allen, Ashley	Teacher, K-12
O'Brien, Jennifer	Teacher, K-12
Scherer, Sierra	Teacher, K-12
McGovern, Lisa	Instructional Coach
McIver, Melanie	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Major initiatives this year will include the school's plan to continue the implementation of Florida Standards K-6. . Teachers will specifically look at the target initiatives of the District and School. These include: writing in response to text across the subject areas, grading student responses using a rubric, analyzing text for complexity and identifying implications for instruction at all grade levels. CEB will continue to utilize the Framework for Targeted and Intentional Teaching based on the work of Fisher and Frey. The Collaborative Classroom model will be implemented in the LLT classrooms, with the guidance of the Model Coach.
The members of this leadership team serve as learning labs from which other teachers and educators can learn and grow.

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

Each Wednesday, one hour of collaborative planning time is integrated into teachers' schedules. PLC time allows for teachers to collaborate and plan instruction, analyze data, and plan for remediation. These PLCs encourage teachers to support one another and create a positive working environment. Social Activities among and for teachers : Popcorn and a movie night at school, Movie night at the theatre during teacher appreciation week, Chili cook-off social, BUNCO game afternoon, Ice Cream Sundaes social, and a Chocolate Fountain sweets social.

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

Interviews are held with candidates to ensure a good match with grade levels and with expectations for our faculty. New teachers are assigned a mentor and have regular meetings with administration to ensure success. The district also provides new teachers a coach and our school has two Title I coaches specifically assigned to support new teachers.

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

Teachers are matched with trained teacher leaders in the school to serve as mentors. Mentors are paired according to school level (primary, intermediate).

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

Using PLC logs ensure that teachers are collaborating and reflecting on instructional programs that align with Florida's standards. District developed curriculum maps that align with Florida's standards are integrated into professional development activities. In addition to weekly PLC meetings, all instructional personnel are provided monthly professional development focused on "Making Student Thinking Visible" by Ron Ritchart and David Perkins. The Making Meaning reading program and the Being a Writer program is aligned with Florida's standards and has been implemented in K-5

classrooms during an 150 minute literacy block, with an uninterrupted 90 minute period.
Learning Walks are conducted by the administrators regularly. These walks allow the administrators an opportunity to check to see that teachers are on track and implementing the Florida Standards and well as the Collaborative Classroom Principles.

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

After analyzing 2015 FSA data to identify students' areas in need, intensive classes were created with reduced number of students. Through PLCs teachers will develop assessments with specific learning goals for each student. Assessment results will be analyzed within the PLC to determine the effectiveness of the strategies implemented during the lessons, and collaboratively adjustments will be made to instruction. Benchmark assessment data (Performance Matters, FLKRS) will be used during 3/year data chats to flag students that are not progressing and need remediated instruction. During these meetings there will also be evaluation of programs that can be implemented to support students who have not reached proficiency. Title I teachers, parapros and administration meet on a regular basis to review current progress of students identified as needing additional academic support.

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: 3,150

Tutoring will be implemented throughout the year. Each tutoring opportunity session is 90 minutes, and there are two sessions per week. The tutoring sessions will create quality learning time and focus instruction on specific student groups, across the grade levels. Groups have been broken down as follows: K-2 reading, 4-6 lowest quartile reading and math, and 3rd grade Tier 2/ Tier 3 Reading.

Strategy Rationale

Tutoring allows for consistent tutoring opportunities throughout the year. The Monday, Thursday schedule will allow tutors to expand on ideas that span the curriculum maps. Students that qualify for tutoring will get the consistent support that is needed to make gains.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Comer, Terri, tecomer@oneclay.net

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

After analyzing 2015 FSA data to identify students' weaknesses, tutors (teachers) will develop Student Learning Plans with specific learning goals for each student. Tutors will discuss indentified students' academic needs with the homeroom teachers to ensure areas of struggle are targeted for each student. To determine the effectiveness of the strategies implemented during the tutoring sessions, a pre and post assessment will be given to the students. In addition, students who receive tutoring will be tracked to see if improvement is evident on the FSA.

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

Three area preschools have students who transition into Charles E. Bennett Elementary plus an in-house VPK/PreK 4 program. We invite the students to visit the school during the spring of the school year for a kindergarten tour. During the spring-summer kindergarten registration process, an enrollment packet is distributed which includes alphabet cards, number cards, color cards, scissors, and crayons. These "getting ready" activities give parents information on activities they can do throughout the summer to support a strong entry into kindergarten. Administration and teacher leaders have dialog with the Head Start directors in articulation meetings held in the fall and again in spring. In the summer, prior to the new school year starting, a four-day kindergarten camp is held to ease with the transition to school for both students and parents who are invited to attend on the final day.
Sixth grade students visit the junior high in the spring so they are familiar with the campus. The junior high counselors and administration visit our campus and provide an orientation to junior high as well as explaining course options to the students.

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

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:

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.

Upon analzying the data from the 2015 Spring FSA, we saw that overall our school had a strength in Language and Editing. Our area of need is intergration of knowledge and ideas. Through our data chats we are developing lesson ideas to improve our area of need.

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.   Strengthing students ability to integrate knowledge and ideas.

G2.   Increase students' writing skills by incorporating writing everyday, throughout the content areas, by citing textual evidence to validate thinking.

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. Strengthing students ability to integrate knowledge and ideas. `1a`

Targets Supported `1b`

G071347

Indicator	Annual Target
FSA English Language Arts - Achievement	40.0

Resources Available to Support the Goal `2`

- Making Meaning
- Being a Writer
- Vocabulary Component of Making Meaning
- CPalms
- Reading A-Z

Targeted Barriers to Achieving the Goal `3`

- Understanding what integration of knowledge and ideas looks and feels like in the classroom and developing appropriate assessments to determine mastery.

Plan to Monitor Progress Toward G1. `8`

Local and district student performance data, specifically tracking lowest quartile students.

Person Responsible
Shelley Lester

Schedule
Biweekly, from 9/9/2015 to 5/25/2016

Evidence of Completion
student performance data

G2. Increase students' writing skills by incorporating writing everyday, throughout the content areas, by citing textual evidence to validate thinking. 1a

🔑 G071348

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	15.0

Resources Available to Support the Goal 2

- Being a Writing

- Making Meaning

- Math Journals incorporating PAWS and CUBES

- Framework for Intentional and Targeted Teaching

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge of the framework for intentional and targeted teaching.

Plan to Monitor Progress Toward G2. 8

Local and district student performance data, specifically tracking lowest quartile students.

Person Responsible
Shelley Lester

Schedule
Biweekly, from 9/9/2015 to 5/18/2016

Evidence of Completion
student performance data

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. Strengthing students ability to integrate knowledge and ideas. [1]

🔑 G071347

G1.B1 Understanding what integration of knowledge and ideas looks and feels like in the classroom and developing appropriate assessments to determine mastery. [2]

🔑 B186026

G1.B1.S1 Teachers will spend one hour, weekly, collaborating on the four components of the framework and will plan lessons using the framework components to implement in the classroom. Lessons will be developed to support student mastery of integrating knowledge and ideas. [4]

🔑 S197434

Strategy Rationale

When teachers spend structured time collaborating around teaching and learning both intentionality and teaching practices improve. The framework for intentional teaching provides educators with the framework needed to do the right work in the classroom to support student engagement, learning, and growth.

Action Step 1 [5]

Model classroom teachers meet daily (every other week), and participate in weekly professional development.

Person Responsible

Shelley Lester

Schedule

Weekly, from 9/9/2015 to 5/18/2016

Evidence of Completion

Informal observations of collaborative classrooms followed by timely feedback. PLC logs will demonstrate collaborative planning and data analysis.

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

Classroom Learning Walks and Informal observations of the strategies and framework components in action.

Person Responsible

Shelley Lester

Schedule

Monthly, from 9/9/2015 to 5/18/2016

Evidence of Completion

PLC logs focused on collaborative planning and data analysis, along with sign-in sheets and attendance records from weekly professional development.

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

Informal observations specifically targeting the four core collaborative classroom principles, formative assessment data, framework for intentional and targeted instruction, and conversation centered around teacher practices.

Person Responsible

Shelley Lester

Schedule

Monthly, from 9/9/2015 to 5/18/2016

Evidence of Completion

Feedback from informal observations targeting the five core collaborative classroom principles, along with PLC logs.

G2. Increase students' writing skills by incorporating writing everyday, throughout the content areas, by citing textual evidence to validate thinking. `1`

`🔑 G071348`

G2.B1 Teacher knowledge of the framework for intentional and targeted teaching. `2`

`🔑 B186027`

G2.B1.S1 Teachers will spend 1 hour, weekly, collaborating on the 5 components of the framework and will plan lessons using the framework components to implement in the classroom. `4`

`🔑 S197435`

Strategy Rationale

When teachers spend structured time collaborating around teaching and learning both intentionality and teaching practices improve. The framework for intentional teaching provides educators with the framework needed to do the right work in the classroom to support student engagement, learning, and growth.

Action Step 1 `5`

Weekly professional development and PLCs.

Person Responsible

Schedule

Weekly, from 9/9/2015 to 5/18/2016

Evidence of Completion

Informal observations of collaborative classrooms followed by timely feedback. PLC logs will demonstrate collaborative planning and data analysis.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Informal observations of the strategies and framework components in action.

Person Responsible

Shelley Lester

Schedule

On 5/18/2016

Evidence of Completion

PLC logs focused on collaborative planning and data analysis, along with sign-in sheets and attendance records from weekly professional development.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Informal observations, formative assessment data, and conversation centered around teacher practices.

Person Responsible

Shelley Lester

Schedule

Biweekly, from 9/9/2015 to 5/18/2016

Evidence of Completion

Feedback from informal observations assessing the use of the framework, along with PLC logs.

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	Model classroom teachers meet daily (every other week), and participate in weekly professional development.	Lester, Shelley	9/9/2015	Informal observations of collaborative classrooms followed by timely feedback. PLC logs will demonstrate collaborative planning and data analysis.	5/18/2016 weekly
G2.B1.S1.A1	Weekly professional development and PLCs.		9/9/2015	Informal observations of collaborative classrooms followed by timely feedback. PLC logs will demonstrate collaborative planning and data analysis.	5/18/2016 weekly
G1.MA1	Local and district student performance data, specifically tracking lowest quartile students.	Lester, Shelley	9/9/2015	student performance data	5/25/2016 biweekly
G1.B1.S1.MA1	Informal observations specifically targeting the four core collaborative classroom principles, formative assessment data, framework for intentional and targeted instruction, and conversation centered around teacher practices.	Lester, Shelley	9/9/2015	Feedback from informal observations targeting the five core collaborative classroom principles, along with PLC logs.	5/18/2016 monthly
G1.B1.S1.MA1	Classroom Learning Walks and Informal observations of the strategies and framework components in action.	Lester, Shelley	9/9/2015	PLC logs focused on collaborative planning and data analysis, along with sign-in sheets and attendance records from weekly professional development.	5/18/2016 monthly
G2.MA1	Local and district student performance data, specifically tracking lowest quartile students.	Lester, Shelley	9/9/2015	student performance data	5/18/2016 biweekly
G2.B1.S1.MA1	Informal observations, formative assessment data, and conversation centered around teacher practices.	Lester, Shelley	9/9/2015	Feedback from informal observations assessing the use of the framework, along with PLC logs.	5/18/2016 biweekly
G2.B1.S1.MA1	Informal observations of the strategies and framework components in action.	Lester, Shelley	9/9/2015	PLC logs focused on collaborative planning and data analysis, along with sign-in sheets and attendance records from weekly professional development.	5/18/2016 one-time

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. Strengthing students ability to integrate knowledge and ideas.

G1.B1 Understanding what integration of knowledge and ideas looks and feels like in the classroom and developing appropriate assessments to determine mastery.

G1.B1.S1 Teachers will spend one hour, weekly, collaborating on the four components of the framework and will plan lessons using the framework components to implement in the classroom. Lessons will be developed to support student mastery of integrating knowledge and ideas.

PD Opportunity 1

Model classroom teachers meet daily (every other week), and participate in weekly professional development.

Facilitator

Administration and Model School Coach

Participants

Model classroom teachers, K-5.

Schedule

Weekly, from 9/9/2015 to 5/18/2016

G2. Increase students' writing skills by incorporating writing everyday, throughout the content areas, by citing textual evidence to validate thinking.

G2.B1 Teacher knowledge of the framework for intentional and targeted teaching.

G2.B1.S1 Teachers will spend 1 hour, weekly, collaborating on the 5 components of the framework and will plan lessons using the framework components to implement in the classroom.

PD Opportunity 1

Weekly professional development and PLCs.

Facilitator

Administration and Model School Coach

Participants

All Instructional Staff

Schedule

Weekly, from 9/9/2015 to 5/18/2016

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	Model classroom teachers meet daily (every other week), and participate in weekly professional development.	$0.00
2	G2.B1.S1.A1	Weekly professional development and PLCs.	$0.00
		Total:	$0.00