



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Bessey Creek Elementary School

2201 SW MATHESON AVE

Palm City, FL 34990

772-219-1500

[bce.sbmc.org](http://bce.sbmc.org)

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 18%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 16%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## 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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Bessey Creek Elementary School

##### Principal

Victoria Defenthaler

##### School Advisory Council chair

Gale Sneed and Mary Cameron

##### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Victoria Defenthaler	Principal
Robyn Monte	Assistant Principal
Ruby Amsden	Problem Solving Intervention Coach
Lauren Rabener	Literacy Coach
Cynthia Ganther	Guidance Counselor
Alice LeMond	School Psychologist

#### District-Level Information

##### District

Martin

##### Superintendent

Mrs. Laurie Gaylord

##### Date of school board approval of SIP

10/15/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Victoria Defenthaler- Principal, Mary Grandy and Gale Sneed- SAC Chairs/Teachers, Casey Swift- DAC Rep/Teacher

The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other community/business members. These individuals must be representative of the ethnic, racial and economic makeup of the community served by the school.

#### Involvement of the SAC in the development of the SIP

The SAC membership assists in the development and evaluation of the school improvement plan and assists in the preparation and evaluation of the school's annual budget and plan.

#### Activities of the SAC for the upcoming school year

The SAC will conduct monthly meetings in which relevant data and the identification of problem areas will be discussed and proposed to improve. The SAC will monitor the implementation of the SIP.

**Projected use of school improvement funds, including the amount allocated to each project**

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

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Victoria Defenthaler**

Principal

Years as Administrator: 17

Years at Current School: 17

**Credentials**

Degrees:  
 B.A. in Special Education  
 Masters in Educational Administration and Supervision/Grades 1-6  
 Certifications:  
 Specific Learning Disabilities/Grades K-12  
 Emotionally Handicapped/Grades K-12  
 Mentally Handicapped/Grades K-12  
 School Principal/All Levels  
 ESOL

**Performance Record**

2012 A  
 2011 A Yes AYP  
 2010 A Yes AYP  
 2009 A No AYP-SWD in math  
 2008 A No AYP-SWD in math  
 2007 A Yes AYP  
 2006 A Provisional-Writing Proficiency not met  
 2005 A Yes AYP  
 2004 A Yes AYP  
 2003 A Yes AYP  
 2002 A  
 2001 A  
 2000 B  
 1999 B  
 1998 A



<b>Robyn Monte</b>		
Asst Principal	Years as Administrator: 4	Years at Current School: 4
<b>Credentials</b>	Degrees: Bachelor of Science in Elementary Education Bachelor of Science in Special Education Master's Degree in Educational Leadership Certifications: Early Childhood K-12 Varying Exceptionalities Elementary Education 1-6 School Principal	
<b>Performance Record</b>	2012 A 2011 A Yes AYP 2010 A Yes AYP 2009 A No AYP-Met 97% SWD did not meet in reading 2008 A No AYP-Met 95% SWD did not meet in math 2007 A Yes AYP 2006 A No AYP-Met 95% Did not meet writing goal 2005 A Yes AYP	

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Lauren Rabener**

Full-time / School-based	Years as Coach: 2	Years at Current School: 1
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Degree: B.A. Psychology K-6 Elementary Education M.A. Educational Leadership ( Dec. 2013) ESOL Endorsement	
<b>Performance Record</b>	2011-2012 Effective as a 1st grade teacher. Highly Effective before whole school's V.A.M. were added. 2012-2013 Highly Effective	

<b>Ruviola Amsden</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 2
<b>Areas</b>	RtI/MTSS	
<b>Credentials</b>	Degrees: Bachelor of Arts in Modern Languages Masters in Educational Diagnostician Certifications: E.S.E. K-12	
<b>Performance Record</b>	Evaluations: 2011-2012 - Highly Effective 2012-2013 - Highly Effective	

**Classroom Teachers**

<b># of classroom teachers</b>	40
<b># receiving effective rating or higher</b>	40, 100%
<b># Highly Qualified Teachers</b>	98%
<b># certified in-field</b>	40, 100%
<b># ESOL endorsed</b>	30, 75%
<b># reading endorsed</b>	3, 8%
<b># with advanced degrees</b>	13, 33%
<b># National Board Certified</b>	5, 13%
<b># first-year teachers</b>	1, 3%
<b># with 1-5 years of experience</b>	10, 25%
<b># with 6-14 years of experience</b>	13, 33%
<b># with 15 or more years of experience</b>	18, 45%

**Education Paraprofessionals**

**# of paraprofessionals**

11

**# Highly Qualified**

11, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

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

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The leadership team will disaggregate school and student data and provide teachers with information identifying students who scored a Level 1 or 2 in FCAT Reading and/or Math. The team will also meet with teachers to review data and interventions for those students continuing with supplemental and/or intensive interventions. The fidelity of classroom interventions will be monitored by administration through intervention logs and classroom observations. SIP goals and strategies will be created based on school data and teacher needs. Resources will be allocated to support SIP goals and strategies. SIP committees will be formed to monitor the implementation and progress of the SIP plan. Grade level data meetings are scheduled weekly. Teachers come to the meetings to discuss the academic and behavioral concerns of their students. The IPS Coach serves as the chair and does classroom observations, along with the Reading Coach and Guidance Counselor. Plans for interventions are developed and

implemented in the classroom by teachers and needed staff. Progress monitoring of students is done by the classroom teacher and MTSS team.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

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

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Team planning meetings occur weekly. Every Tuesday the the MTSS team meets for progress monitoring. The SIP teams meet quarterly and report to SAC as required.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Florida Assessment for Instruction in Reading (FAIR) reports generated by PMRN, Fountas and Pinnell Reading Records, Words Their Way assessments, Leveled Literacy Intervention Data, Math Triumphs, ABC Cards, i-Ready (K-3), RTIB Data, formative and summative assessments of core instructional programs and benchmark assessments (3-5) reported through Performance Matters will be used to summarize data.

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

For Bessey Creek Elementary School, this year will be a continuation of training begun in the 2006-2007 school year. At that time our school psychologist and guidance counselor addressed our faculty regularly as they were informed of the Federally mandated move to measured interventions for children at risk academically or behaviorally. Our Child Study Team (CST) met weekly and began showing teachers how to gather information, track it, and, from this data develop interventions. Twice, the Child Study Team invited District personnel to address the entire faculty on the move to Rtl.

Subsequently, during the 2007-2008 school year, District personnel chose Bessey Creek to pilot the developing Rtl process. The principal, psychologist, guidance counselor, reading specialist, mainstream consultant, an ESE teacher, and regular education teacher attended two, day-long state-sponsored trainings. This team in turn trained the existing Child Study Team members. They changed their name to the Rtl Team and developed a model to systematically team with teachers to diagnose learning or behavior needs, collect data, and develop strategies. During the 2008-2009 school year, the Bessey Creek Rtl Team continued to attend several statewide trainings.

On August 21, 2009, a district-wide in-service day, the school district's Rtl plan was presented to the Bessey Creek faculty and staff. An Rtl Coach has been assigned to Bessey Creek for this school year. The Rtl Coach will be shared with one other school. During the 2009-2010 school year, weekly Rtl Team Meetings too place. Regularly sitting members will include the Principal/Assistant Principal, Rtl Coach, Reading Coach, School Psychologist, Speech/Language Pathologist, a Primary Teacher, an Intermediate Teacher, a Special Education Teacher, a district Program Specialist/Behavior Specialist, a Guidance Counselor, and a Mainstream Consultant. Classroom teachers desiring the assistance of the team will be scheduled and individual or classroom wide academic or behavior needs addressed; the

team will review data, develop specific instructional and behavior strategies, and assist with gathering progress monitoring data as needed. As the school worked within the RtI framework, it was determined that more staff development was needed. The Administrative Leadership team met to discuss and plan the continued RtI training. As a result two additional trainings were held on March 10, 2010 and May 5, 2010. Additionally, the district RtI Coordinator presented to our SAC team on January 13, 2010. During the 2012-2013 school year BCE continued to build on the existing procedural foundation and continued to meet weekly under the same auspices of the 2009-2010 structure. All new staff members received an overview of the MTSS framework, and the reading coach provided training on literacy interventions. In 2013-2014, there is a newly introduced Intervention Problem Solving Coach, who, together with MTSS team members, will provide school staff with training on new procedures, the MTSS framework, and how students progress through different levels of support within the MTSS framework. Weekly team planning meetings are a forum to discuss each student across each grade level. Parents are an integral part of the MTSS process. Parents are encouraged to review the parent support materials provided by the Department of Education. They are provided informational materials by the MTSS team and are an integral part of the MTSS team. Parents are kept abreast of their student's progress via progress monitoring meetings, telephone conferences, daily communication logs and district scheduled parent-teacher conferences. Other sources include the school web site with inclusive links for parents regarding instruction, standards and the MTSS process, our PTA, School Advisory Committee and school newsletter.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Extended Day for All Students  
**Minutes added to school year:** 0

N/A

**Strategy Purpose(s)**

""

**How is data collected and analyzed to determine the effectiveness of this strategy?**

N/A

**Who is responsible for monitoring implementation of this strategy?**

N/A

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Victoria Defenthaler	Principal
Robyn Monte	Assistant Principal
Lauren Rabener	Literacy Coach

Name	Title
Ruby Amsden	Problem Solving Intervention Coach
Kelly Francke	SIP Literacy Chair
Shannon Allred	SIP Literacy Chair/ESE Teacher
Alice LeMond	School Pyschologist

### How the school-based LLT functions

The LLT committee meets weekly to discuss global topics pertaining to literacy instruction and student achievement across all grades and ESE. Student achievement is reviewed using multiple sources of data and progress monitoring tools. Instructional programs and interventions are discussed. The team collaborates around literacy and collectively makes decisions with and for all stakeholders. The LLT strives to be a primary resource for teachers and parents and disseminates information with the community and to stakeholders. Finally, the LLT works closely with the PTA which is a dedicated resource for the literacy initiatives.

### Major initiatives of the LLT

The LLT will continue to implement the components of the balanced literacy. Having successfully launched the structures for writer's workshop, this year, new units of study across a variety of genres will be implemented. Reading units of study will be used in coordination with the writing. An aligned curriculum calendar has been proposed. The Common Core State Standards will be a close focus of instruction throughout the units of study. The LLT will support guided reading this year by assessing students with Fountas and Pinnell Reading Records. Implementing Journey Guided Reading and developing a comprehensive classroom library for each classroom is a major initiative. Words Their Way will continue to be supported. I-Ready a new benchmark diagnostic assessment will be implemented in K-3. District reading benchmarks will continue in grades 4-5.

### Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	83%	80%	No	84%
American Indian				
Asian				
Black/African American				
Hispanic	73%		No	76%
White	83%		No	85%
English language learners				
Students with disabilities	58%		No	62%
Economically disadvantaged	80%		No	82%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	86	76%	78%
Students scoring at or above Achievement Level 4	130	50%	52%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	106	65%	67%
Students in lowest 25% making learning gains (FCAT 2.0)	34	75%	77%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	12	83%	100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	12	42%	80%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	12	17%	50%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	54	63%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	72%	No	81%
American Indian				
Asian				
Black/African American				
Hispanic	73%		No	76%
White	80%		No	82%
English language learners				
Students with disabilities	64%		No	68%
Economically disadvantaged	70%		No	73%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	107	38%	40%
Students scoring at or above Achievement Level 4	68	24%	26%



**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	119	73%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	27	72%	75%

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	41	41%	43%
Students scoring at or above Achievement Level 4	14	14%	16%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		5
Participation in STEM-related experiences provided for students	535	100%	100%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.	13	2%	1%
Students who are not proficient in reading by third grade	18	18%	15%
Students who receive two or more behavior referrals	1	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	2	0%	0%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

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

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
100% of parents will participate in at least one school activity or event at Bessey Creek Elementary.	447	100%	100%

## Goals Summary

- G1.** Increase the percentage of students achieving proficiency (level 3) in math.
- G2.** Increase the percentage of students scoring at proficiency (level 3) in science.
- G3.** Increase the percentage of students achieving proficiency (level 3) in reading.
- G4.** Increase the number of students scoring at or above achievement levels 4 in reading.
- G5.** Increase the percentage of students making learning gains in reading.
- G6.** Increase the percentage of students achieving proficiency (level 3.5) in writing.

## Goals Detail

### G1. Increase the percentage of students achieving proficiency (level 3) in math.

#### **Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

#### **Resources Available to Support the Goal**

- We will use the new McGraw Hill "My Math" aligned to CCSS for K-2 & "Math Connects," 3-5, and SRA Number Worlds. BrainPop Jr. and Times Attack will be purchased also. The district also provided MCSD Curriculum Guides, unwrapped CCSS, and Common Core Flip Charts K-5. Teachers will use manipulatives, graphic organizers, technology, and journals in the classroom.

#### **Targeted Barriers to Achieving the Goal**

- Paradigm shifts in instructional practices from standard algorithm procedures to inquiry based learning with multiple representation and multiple means of solving problems.

### Plan to Monitor Progress Toward the Goal

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

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule:**

Benchmark Periods

#### **Evidence of Completion:**

Student Data SIP Minutes

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

**Targets Supported**

**Resources Available to Support the Goal**

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

**Targeted Barriers to Achieving the Goal**

- Paradigm shifts of instructional practices moving towards inquiry based learning and delving deep into concepts.

**Plan to Monitor Progress Toward the Goal**

Teacher Feedback Student Data

**Person or Persons Responsible**

Administrators Science SIP

**Target Dates or Schedule:**

SIP Meetings

**Evidence of Completion:**

Meeting Minutes Lesson Plans Student Data Lesson Plans

**G3. Increase the percentage of students achieving proficiency (level 3) in reading.****Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

**Resources Available to Support the Goal**

- The literacy coach and IPS coach will be at the school full-time this year allowing for teachers to conference with them regularly and for the coaches to provide professional development as needed. The literacy coach will meet with grade level teams bi-weekly to discuss reading data and to provide professional development on the purpose of running records, coding, scoring, and analyzing running records, as well as how to use the data collected from the running records along with the "Continuum of Literacy Learning" and CCSS to create whole and small group lessons that meet the needs of all learners. The district and the school have purchased the "Continuum of Literacy Learning," Common Core Flip Charts, and Prompting Guides 1 & 2 to use as instructional tools when planning lessons and units. Furthermore, Schoolwide Reading Fundamentals Units of Study were purchased K-5, to support the teachers as they begin to transition to a balanced literacy structure using the workshop model. The units of study are aligned to CCSS, provide authentic mentor and shared texts and stretch across the content areas and different genres. A book-room is being created so that teachers can check out materials for small group instruction, read-aloud, and close reading instruction as needed. Guided reading sets levels A-Z from Houghton Mifflin that have Fountas and Pinnell written lessons have been provided by the district to support teachers during small group guided reading and strategy lessons. The ESE support facilitators also serve as great resources for teachers and model best practices for teachers when they push in to the classrooms to support students. The literacy coach will also use coaching and modeling sessions with teachers to deepen their understanding of running records, guided reading, small group instruction, reading workshop, interactive read aloud, shared reading, and close reading.
- SAC funds PTA funds

**Targeted Barriers to Achieving the Goal**

- Consistency of reading records and using reading record data to drive instruction.
- Limited funds

**Plan to Monitor Progress Toward the Goal**

Reading Records Student Data Lesson Plans Benchmarks iReady

**Person or Persons Responsible**

Administration Literacy Coach IPS Coach

**Target Dates or Schedule:**

Literacy meetings Data meetings Professional Development Coaching/Modeling Sessions

**Evidence of Completion:**

Survey of classroom libraries Running Record Data Teacher Feedback Student data

**G4. Increase the number of students scoring at or above achievement levels 4 in reading.****Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

**Resources Available to Support the Goal**

- The literacy coach and IPS coach will be at the school full-time this year allowing for teachers to conference with them regularly and for the coaches to provide professional development as needed. The literacy coach will meet with grade level teams bi-weekly to discuss reading data and to provide professional development on the purpose of running records, coding, scoring, and analyzing running records, as well as how to use the data collected from the running records along with the "Continuum of Literacy Learning" and CCSS to create whole and small group lessons that meet the needs of all learners. The district and the school have purchased the "Continuum of Literacy Learning," Common Core Flip Charts, and Prompting Guides 1 & 2 to use as instructional tools when planning lessons and units. Furthermore, Schoolwide Reading Fundamentals Units of Study were purchased K-5, to support the teachers as they begin to transition to a balanced literacy structure using the workshop model. The units of study are aligned to CCSS, provide authentic mentor and shared texts and stretch across the content areas and different genres. A book-room is being created so that teachers can check out materials for small group instruction, read-aloud, and close reading instruction as needed. Guided reading sets levels A-Z from Houghton Mifflin that have Fountas and Pinnell written lessons have been provided by the district to support teachers during small group guided reading and strategy lessons. The ESE support facilitators also serve as great resources for teachers and model best practices for teachers when they push in to the classrooms to support students. The literacy coach will also use coaching and modeling sessions with teachers to deepen their understanding of running records, guided reading, small group instruction, reading workshop, interactive read aloud, shared reading, and close reading.
- SAC & PTA funds

**Targeted Barriers to Achieving the Goal**

- Increased rigor of assessments from year to year makes it difficult for students at or above achievement level 4 to make gains.

**Plan to Monitor Progress Toward the Goal**

Look at lesson plans to see that small group instruction is occurring daily in reading. Analyze data during team meetings to model the process of gaining information from student data.

**Person or Persons Responsible**

Administration, Literacy Coach, Classroom teachers

**Target Dates or Schedule:**

Progress will be discussed during Literacy Leadership Meetings.

**Evidence of Completion:**

meeting minutes

**G5. Increase the percentage of students making learning gains in reading.****Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

**Resources Available to Support the Goal**

- The literacy coach and IPS coach will be at the school full-time this year allowing for teachers to conference with them regularly and for the coaches to provide professional development as needed. The literacy coach will meet with grade level teams bi-weekly to discuss reading data and to provide professional development on the purpose of running records, coding, scoring, and analyzing running records, as well as how to use the data collected from the running records along with the "Continuum of Literacy Learning" and CCSS to create whole and small group lessons that meet the needs of all learners. The district and the school have purchased the "Continuum of Literacy Learning," Common Core Flip Charts, and Prompting Guides 1 & 2 to use as instructional tools when planning lessons and units. Furthermore, Schoolwide Reading Fundamentals Units of Study were purchased K-5, to support the teachers as they begin to transition to a balanced literacy structure using the workshop model. The units of study are aligned to CCSS, provide authentic mentor and shared texts and stretch across the content areas and different genres. A book-room is being created so that teachers can check out materials for small group instruction, read-aloud, and close reading instruction as needed. Guided reading sets levels A-Z from Houghton Mifflin that have Fountas and Pinnell written lessons have been provided by the district to support teachers during small group guided reading and strategy lessons. The ESE support facilitators also serve as great resources for teachers and model best practices for teachers when they push in to the classrooms to support students. The literacy coach will also use coaching and modeling sessions with teachers to deepen their understanding of running records, guided reading, small group instruction, reading workshop, interactive read aloud, shared reading, and close reading.
- SAC & PTA funds

**Targeted Barriers to Achieving the Goal**

- Understanding of how to use the Continuum of Literacy Learning & CCSS, along with reading record data to drive and differentiate instruction.
- Structure of balance literacy and the "workshop" style of instruction.

**Plan to Monitor Progress Toward the Goal**

Meeting minutes Student data Teacher feedback Classroom Observations

**Person or Persons Responsible**

Literacy SIP LLT

**Target Dates or Schedule:**

Bi-Weekly

**Evidence of Completion:**

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

**G6. Increase the percentage of students achieving proficiency (level 3.5) in writing.**

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Implement the Writing Fundamentals Units of Study for Writing and Grammar and Teacher's College Units of Study as well as custom designed unit of study by MCSD literacy coaches.
- Conduct model lessons demonstrated by the literacy coach.
- Utilize the unwrapped Common Core State Standards for ELA provided by MCSD.

**Targeted Barriers to Achieving the Goal**

- Familiarity for all K-5 teachers with content of the new units.

**Plan to Monitor Progress Toward the Goal**

Grade Level Planning/PLC SIP Writing Team Committee Meeting

**Person or Persons Responsible**

Literacy Coach, Administration, SIP Writing Chair

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Student Samples FCAT 2.0 Writing Scores



## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase the percentage of students achieving proficiency (level 3) in math.

**G1.B1** Paradigm shifts in instructional practices from standard algorithm procedures to inquiry based learning with multiple representation and multiple means of solving problems.

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

### Action Step 1

Purchase Brainpop (JR) & TimeZ Attack, and "Mathematics Formative Assessments" (Keeley) for interactive hooks and fluency to improve problem solving

#### Person or Persons Responsible

Teachers SIP Chairs Media Specialists

#### Target Dates or Schedule

1 year

#### Evidence of Completion

Lesson Plans Classroom Observations Student data

#### Facilitator:

Media Specialist & Steve Layson

#### Participants:

Classroom Teachers

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

Classroom Observations Student Data

### Person or Persons Responsible

Administration Media Specialist

### Target Dates or Schedule

Benchmarks

### Evidence of Completion

Student Data Lesson Plans Teacher Feedback

## Plan to Monitor Effectiveness of G1.B1.S1

Student benchmark data

### Person or Persons Responsible

Classroom Teachers

### Target Dates or Schedule

Benchmark periods

### Evidence of Completion

Student data

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

**G2.B2** Paradigm shifts of instructional practices moving towards inquiry based learning and delving deep into concepts.

**G2.B2.S2** Incorporate the 5E's method of science instruction. Incorporate inquiry based activities into Science instruction such as Dr. Larry Chew's picture inquiry templates, inquiry activity books, and science journals which lead to and higher order thinking. District coordinator will come to school to provide professional development opportunities K-5.

**Action Step 1**

Administrators, coaches, and several teachers attended Dr. Chew's presentation on Inquiry based learning and will share strategies and structures with teachers to help them shift their instructional practices.

**Person or Persons Responsible**

Administrators, Science SIP Committees, Classroom Teachers

**Target Dates or Schedule**

Team planning/PLC's

**Evidence of Completion**

Lesson plans & classroom observations

**Facilitator:**

Valerie Gaynor

**Participants:**

Classroom Teachers

**Plan to Monitor Fidelity of Implementation of G2.B2.S2**

Science SIP meeting minutes and classroom observations

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Monthly (SIP) Informal/Formal Classroom Observations

**Evidence of Completion**

Change in presentation of lessons Lesson plans Student data (journals/benchmarks/FCAT 2.0)

**Plan to Monitor Effectiveness of G2.B2.S2**

Collect SIP meeting minutes Observe instructional changes in classrooms

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Monthly (SIP) Formal/Informal Observations

**Evidence of Completion**

Lesson Plans Student data

**G3.** Increase the percentage of students achieving proficiency (level 3) in reading.

**G3.B2** Consistency of reading records and using reading record data to drive instruction.

**G3.B2.S1** Model, coach, and provide professional development on the administering, coding, scoring, and analysis of running records so that teachers find value in the data collected and use it to drive instruction. Provide professional development on how to use the qualitative and quantitative data collected from reading records along with the "Continuum of Literacy Learning" to develop whole and small group lessons while also considering the reader and the task.

**Action Step 1**

During team meetings/PLC's, modeling and coaching sessions, and any other opportunities to provide professional development, the teachers and literacy coach will work cohesively to deepen their understanding of running records and how they can be used in correlation with the standards and the "Continuum of Literacy Learning" to develop lessons that meet the needs of all students in whole group and small group.

**Person or Persons Responsible**

Literacy Coach, Administration, Classroom Teachers

**Target Dates or Schedule**

Grade level meetings/ PLC's, professional development, SIP meetings will be used to provide information to teachers. By January, teachers should be more efficiently administering, coding, and scoring running records. The rest of the year will focus more heavily on instructional implications and using the "Continuum of Literacy Learning."

**Evidence of Completion**

Teacher feedback, student data, classroom observations

**Facilitator:**

Literacy Coach

**Participants:**

Classroom teachers, media specialist

### **Plan to Monitor Fidelity of Implementation of G3.B2.S1**

review running record data and progression of student data

#### **Person or Persons Responsible**

Literacy Coaches & Administration

#### **Target Dates or Schedule**

During team planning that occurs bi-weekly, during the district Fountas & Pinnell data collections, and classroom observations.

#### **Evidence of Completion**

lesson plans, classroom observations, student data, analysis of running records

### **Plan to Monitor Effectiveness of G3.B2.S1**

Successful implementation will produce more students who are reading on grade level at the end of the year and achieving proficiency (level 3) in reading.

#### **Person or Persons Responsible**

Literacy Coach, Administrator, Classroom Teachers, IPS Coach

#### **Target Dates or Schedule**

Grade level meetings, coaching/modeling sessions with teachers, MTSS meetings

#### **Evidence of Completion**

Lesson plans, student data, running record folders/books

### G3.B4 Limited funds

**G3.B4.S1** Increase the amount of materials available in the book-room for teachers to use for whole and small group instruction such as content area book bins, guided reading sets, read-alouds, and big books

#### Action Step 1

Some teachers will use their classroom adoption money to purchase books to add to their classroom libraries. The literacy coach will ask for support from parents, such as volunteering to level and organize books and sending in books their children are no longer using in the monthly newsletter. If possible, the SAC and PTA will be asked to support in the purchasing of either extra units of study from Schoolwide Fundamentals, classroom libraries, guided reading sets, or chapter books for book clubs, content areas, and/or social issues.

#### Person or Persons Responsible

Administration, Literacy Coach, Classroom Teachers, SAC & PTA Committees

#### Target Dates or Schedule

1 year

#### Evidence of Completion

More materials for the teachers to use for instruction.

### Plan to Monitor Fidelity of Implementation of G3.B4.S1

We will make sure that these issues be put on the agendas for team, SAC, SIP, and PTA meetings quarterly.

#### Person or Persons Responsible

Administration & Literacy Coach

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Meeting minutes, purchase order requests, newsletter

### Plan to Monitor Effectiveness of G3.B4.S1

The amount of money spent, inventories, and student data

#### Person or Persons Responsible

Teachers, administration, literacy coach, PTA, SAC, SIP committees

#### Target Dates or Schedule

At the end of the year we will look at our inventory.

#### Evidence of Completion

Increase in materials and students reading on grade level or achieving proficiently (level 3) in reading.

**G3.B4.S2** Purchase classroom libraries with fiction and non-fiction texts ranging in grade level appropriate levels so that students have opportunities to practice reading texts at or above their independent level for extended periods of time across disciplines.

#### Action Step 1

Some teachers will use their classroom adoption money to purchase books to add to their classroom libraries. The literacy coach will ask for support from parents, such as volunteering to level and organize books and sending in books their children are no longer using in the monthly newsletter. If possible, the SAC and PTA will be asked to support in the purchasing of either extra units of study from Schoolwide Fundamentals, classroom libraries, guided reading sets, or chapter books for book clubs, content areas, and/or social issues.

#### Person or Persons Responsible

Administration, Literacy Coach, Classroom Teachers, SAC & PTA Committees

#### Target Dates or Schedule

1 year

#### Evidence of Completion

More materials for the teachers to use for instruction.



### Plan to Monitor Fidelity of Implementation of G3.B4.S2

We will make sure that these issues be put on the agendas for team, SAC, SIP, and PTA meetings quarterly.

#### Person or Persons Responsible

Administration & Literacy Coach

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Meeting minutes, purchase order requests, newsletter

### Plan to Monitor Effectiveness of G3.B4.S2

The amount of money spent, inventories, and student data

#### Person or Persons Responsible

Teachers, administration, literacy coach, PTA, SAC, SIP committees

#### Target Dates or Schedule

At the end of the year we will look at our inventory.

#### Evidence of Completion

Increase in materials and students reading on grade level or achieving proficiently (level 3) in reading.

**G3.B4.S3** Create opportunities and provide support for teachers to organize and create classroom libraries. Purchase Heinemann Fountas & Pinnell subscription to level books.

#### Action Step 1

Offer comp. time Help teachers during planning or after school with libraries Provide resources for the leveling of books

#### Person or Persons Responsible

Literacy Coach Classroom Teachers

#### Target Dates or Schedule

1 year

#### Evidence of Completion

more organized classroom libraries

### Plan to Monitor Fidelity of Implementation of G3.B4.S3

Literacy coach will support teachers as needed on organizing classroom libraries. Libraries will become more of the focal point of the room rather than hidden in a corner. Libraries will be categorized by topic or by level.

#### Person or Persons Responsible

Literacy Coach Administrators

#### Target Dates or Schedule

Across the year

#### Evidence of Completion

Classroom Observations

### Plan to Monitor Effectiveness of G3.B4.S3

Successful implementation will produce students who enjoy reading and can read for longer stretches of time during independent reading which will lead to an increase in reading levels.

#### Person or Persons Responsible

Classroom Teachers Student Feedback

#### Target Dates or Schedule

Mid Year End of Year

#### Evidence of Completion

Student data

### G3.B4.S4 Purchase Common Core exemplar texts & Reading A-Z.

#### Action Step 1

Reading A-Z will be purchased for teachers as a way to increase the amount of materials they have access to for small group instruction. Common Core exemplar texts will be purchased for grade levels to use for close reading.

#### Person or Persons Responsible

Literacy SIP Literacy Coach Administrators

#### Target Dates or Schedule

1 year

#### Evidence of Completion

Increase in materials for small and whole group instruction. Teacher Feedback Student data

### **Plan to Monitor Fidelity of Implementation of G3.B4.S4**

Lesson plans should reflect the use of small group instruction, read aloud, and close readings.

#### **Person or Persons Responsible**

Administrators

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Classroom Observation

### **Plan to Monitor Effectiveness of G3.B4.S4**

Student data Teacher Feedback

#### **Person or Persons Responsible**

Literacy Coach Administration Literacy SIP

#### **Target Dates or Schedule**

Mid year End of Year

#### **Evidence of Completion**

Student data

### **G3.B4.S5 Purchase Schoolwide Reading Fundamental Units of Study.**

#### **Action Step 1**

Schoolwide Fundamentals provides curriculum that is aligned with CCSS, Marzano teaching strategies, and a workshop approach to balanced literacy.

#### **Person or Persons Responsible**

Literacy Coach Classroom Teachers Administration

#### **Target Dates or Schedule**

1 year

#### **Evidence of Completion**

Increase in the number of units for each teacher and an increase in the genre/topic of units across a grade level. (ie SS and Science Content Literacy Reading Units)

#### **Facilitator:**

Literacy Coach

#### **Participants:**

Classroom Teachers

### **Plan to Monitor Fidelity of Implementation of G3.B4.S5**

Teachers will receive support in the implementation of reading workshop using the Schoolwide Reading Fundamental Units of Study.

#### **Person or Persons Responsible**

Literacy SIP Literacy Coach Classroom Teachers Administration

#### **Target Dates or Schedule**

Team Planning/PLC's, SIP meetings, coaching/modeling sessions

#### **Evidence of Completion**

Classroom Observation Teacher Feedback Student Data

### **Plan to Monitor Effectiveness of G3.B4.S5**

Successful implementation will produce teachers who understand and implement reading workshop with well planned and thought out lessons that not only support CCSS, but the needs of the individual students in the classroom.

#### **Person or Persons Responsible**

Administrators Literacy Coach

#### **Target Dates or Schedule**

Classroom Observations Lesson Plans Team Planning/PLCs Coaching Sessions

#### **Evidence of Completion**

Student Data Teacher Feedback

**G4.** Increase the number of students scoring at or above achievement levels 4 in reading.

**G4.B1** Increased rigor of assessments from year to year makes it difficult for students at or above achievement level 4 to make gains.

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

**Action Step 1**

The literacy coach will utilize literacy meetings to present professional development on reading records and instructional implications as well as planning guided reading or strategy lessons using the data. If teachers are interested, they can have all of the above modeled for them in their classrooms. The IPS coach and the literacy coach will help teachers to implement meaningful activities for students to engage in while the teacher is meeting with intervention groups. They will also work on grouping students across grade levels so that different teachers can work with students according to need and including enrichment.

**Person or Persons Responsible**

Classroom teachers Literacy Coach Administration IPS Coach Support Facilitators

**Target Dates or Schedule**

Bi-weekly team planning/ PLC Quarterly student data (report cards) Benchmarks (District/F & P/ iReady)

**Evidence of Completion**

Increase in student achievement on FCAT 2.0, iReady, Benchmarks, and in reading levels. Teacher feedback and classroom observations will also reveal if the strategy is breaking down the barrier.

**Facilitator:**

Literacy Coach IPS Coach

**Participants:**

Classroom Teachers

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

review data, classroom observations, hold team data meetings, & provide opportunities to discuss student needs with literacy and IPS coach.

#### **Person or Persons Responsible**

Administration, Literacy Coach

#### **Target Dates or Schedule**

team meetings, district F & P collections, and after Benchmarks/iReady

#### **Evidence of Completion**

classroom observations, student data, lesson plans

### **Plan to Monitor Effectiveness of G4.B1.S1**

Successful implementation will produce an increase in students scoring at or above achievement levels 4 in reading and students reaching the end of grade level expectations for F & P levels.

#### **Person or Persons Responsible**

Classroom teachers, Administrators, Literacy Coach

#### **Target Dates or Schedule**

After benchmarks 3 times a year (F & P, 3-5 Benchmarks, iReady (K-3))

#### **Evidence of Completion**

student data, FCAT scores, F & P levels, and iReady.

**G5. Increase the percentage of students making learning gains in reading.**

**G5.B1** Understanding of how to use the Continuum of Literacy Learning & CCSS, along with reading record data to drive and differentiate instruction.

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

**Action Step 1**

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

**Person or Persons Responsible**

Literacy Coach Administration Classroom Teachers IPS Coach

**Target Dates or Schedule**

Literacy meetings Coaching/Modeling sessions

**Evidence of Completion**

Teacher feedback Student data Classroom walkthroughs

**Facilitator:**

Literacy Coach & IPS Coach

**Participants:**

Classroom Teachers

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

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

**Person or Persons Responsible**

Administration Literacy Coach Classroom Teachers IPS Coach

**Target Dates or Schedule**

Bi-weekly team planning/PLC's MTSS Meetings

**Evidence of Completion**

EOY Student Data Lessons Plans Classroom Observations



## Plan to Monitor Effectiveness of G5.B1.S1

Classroom observations Teacher Feedback Student Data

### Person or Persons Responsible

Reading SIP Committee Literacy Coach Classroom Teachers Administration

### Target Dates or Schedule

Throughout the year Bi-Weekly District data collecting (F & P, Benchmark, iReady)

### Evidence of Completion

Student data Lesson Plans Classroom Observations (change in instructional practices)

## G5.B2 Structure of balanced literacy and the “workshop” style of instruction.

**G5.B2.S1** Teachers will begin to implement Reading Fundamentals which is new to the teachers and provides support on structuring literacy blocks.

### Action Step 1

The literacy coach will meet with grade level teams to support the implementation of balanced literacy and subs will be provided so that whole teams can have professional development around the different components of balanced literacy with a combination of meeting to discuss and pushing into a classroom to observe or practice learning with support from the coach. The literacy coach will coach teachers and model the different components of balanced literacy as needed. The teachers will use Reading Fundamentals as a component their core reading instruction.

### Person or Persons Responsible

Literacy Coach Administrators Classroom teachers

### Target Dates or Schedule

Bi-Weekly Literacy meetings On-Going Modeling/Coaching sessions

### Evidence of Completion

Teacher Feedback Classroom Walk-Throughs & Observations Student Data

### Facilitator:

Literacy Coach

### Participants:

Classroom Teachers Media Specialist Administrators

### **Plan to Monitor Fidelity of Implementation of G5.B2.S1**

Literacy SIP Meetings Professional Development Feedback Surveys

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Teacher Feedback Registration in ERO

### **Plan to Monitor Effectiveness of G5.B2.S1**

Lesson Plans Classroom Observations Teacher Feedback

**Person or Persons Responsible**

Administration Literacy Coach Literacy SIP

**Target Dates or Schedule**

Mid Year End of Year

**Evidence of Completion**

Classroom Observations Teacher Feedback from ERO

**G6. Increase the percentage of students achieving proficiency (level 3.5) in writing.**

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

**G6.B1.S1** Purchase additional writing units from Schoolwide and have teachers K-5 attend the district-wide training on the writing workshop.

**Action Step 1**

Purchase additional units of study for K-5 writing so teachers do not have to share and have teachers attend the district-wide professional development.

**Person or Persons Responsible**

Classroom Teachers

**Target Dates or Schedule**

Monthly End of year

**Evidence of Completion**

Student Data Teacher Feedback Lesson Plans

**Facilitator:**

Literacy Coach- Lauren Rabener Margo Nubelo Andrea Asciutto-Houck

**Participants:**

Classroom Teachers

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

Lesson Plans Classroom Observations

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Mid Year End of Year

**Evidence of Completion**

Student Data Lesson Plans

## Plan to Monitor Effectiveness of G6.B1.S1

Student Data

### **Person or Persons Responsible**

Administration Classroom Teachers Literacy SIP

### **Target Dates or Schedule**

Mid Year End of Year

### **Evidence of Completion**

Classroom Observations Student Data

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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

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

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

### G1. Increase the percentage of students achieving proficiency (level 3) in math.

**G1.B1** Paradigm shifts in instructional practices from standard algorithm procedures to inquiry based learning with multiple representation and multiple means of solving problems.

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

#### PD Opportunity 1

Purchase Brainpop (JR) & TimeZ Attack, and "Mathematics Formative Assessments" (Keeley) for interactive hooks and fluency to improve problem solving

##### Facilitator

Media Specialist & Steve Layson

##### Participants

Classroom Teachers

##### Target Dates or Schedule

1 year

##### Evidence of Completion

Lesson Plans Classroom Observations Student data

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

**G2.B2** Paradigm shifts of instructional practices moving towards inquiry based learning and delving deep into concepts.

**G2.B2.S2** Incorporate the 5E's method of science instruction. Incorporate inquiry based activities into Science instruction such as Dr. Larry Chew's picture inquiry templates, inquiry activity books, and science journals which lead to and higher order thinking. District coordinator will come to school to provide professional development opportunities K-5.

**PD Opportunity 1**

Administrators, coaches, and several teachers attended Dr. Chew's presentation on Inquiry based learning and will share strategies and structures with teachers to help them shift their instructional practices.

**Facilitator**

Valerie Gaynor

**Participants**

Classroom Teachers

**Target Dates or Schedule**

Team planning/PLC's

**Evidence of Completion**

Lesson plans & classroom observations

**G3. Increase the percentage of students achieving proficiency (level 3) in reading.**

**G3.B2 Consistency of reading records and using reading record data to drive instruction.**

**G3.B2.S1** Model, coach, and provide professional development on the administering, coding, scoring, and analysis of running records so that teachers find value in the data collected and use it to drive instruction. Provide professional development on how to use the qualitative and quantitative data collected from reading records along with the "Continuum of Literacy Learning" to develop whole and small group lessons while also considering the reader and the task.

**PD Opportunity 1**

During team meetings/PLC's, modeling and coaching sessions, and any other opportunities to provide professional development, the teachers and literacy coach will work cohesively to deepen their understanding of running records and how they can be used in correlation with the standards and the "Continuum of Literacy Learning" to develop lessons that meet the needs of all students in whole group and small group.

**Facilitator**

Literacy Coach

**Participants**

Classroom teachers, media specialist

**Target Dates or Schedule**

Grade level meetings/ PLC's, professional development, SIP meetings will be used to provide information to teachers. By January, teachers should be more efficiently administering, coding, and scoring running records. The rest of the year will focus more heavily on instructional implications and using the "Continuum of Literacy Learning."

**Evidence of Completion**

Teacher feedback, student data, classroom observations



### **G3.B4 Limited funds**

#### **G3.B4.S5 Purchase Schoolwide Reading Fundamental Units of Study.**

##### **PD Opportunity 1**

Schoolwide Fundamentals provides curriculum that is aligned with CCSS, Marzano teaching strategies, and a workshop approach to balanced literacy.

##### **Facilitator**

Literacy Coach

##### **Participants**

Classroom Teachers

##### **Target Dates or Schedule**

1 year

##### **Evidence of Completion**

Increase in the number of units for each teacher and an increase in the genre/topic of units across a grade level. (ie SS and Science Content Literacy Reading Units)

**G4.** Increase the number of students scoring at or above achievement levels 4 in reading.

**G4.B1** Increased rigor of assessments from year to year makes it difficult for students at or above achievement level 4 to make gains.

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

**PD Opportunity 1**

The literacy coach will utilize literacy meetings to present professional development on reading records and instructional implications as well as planning guided reading or strategy lessons using the data. If teachers are interested, they can have all of the above modeled for them in their classrooms. The IPS coach and the literacy coach will help teachers to implement meaningful activities for students to engage in while the teacher is meeting with intervention groups. They will also work on grouping students across grade levels so that different teachers can work with students according to need and including enrichment.

**Facilitator**

Literacy Coach IPS Coach

**Participants**

Classroom Teachers

**Target Dates or Schedule**

Bi-weekly team planning/ PLC Quarterly student data (report cards) Benchmarks (District/F & P/ iReady)

**Evidence of Completion**

Increase in student achievement on FCAT 2.0, iReady, Benchmarks, and in reading levels. Teacher feedback and classroom observations will also reveal if the strategy is breaking down the barrier.

**G5.** Increase the percentage of students making learning gains in reading.

**G5.B1** Understanding of how to use the Continuum of Literacy Learning & CCSS, along with reading record data to drive and differentiate instruction.

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

**PD Opportunity 1**

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

**Facilitator**

Literacy Coach & IPS Coach

**Participants**

Classroom Teachers

**Target Dates or Schedule**

Literacy meetings Coaching/Modeling sessions

**Evidence of Completion**

Teacher feedback Student data Classroom walkthroughs

**G5.B2** Structure of balance literacy and the “workshop” style of instruction.

**G5.B2.S1** Teachers will begin to implement Reading Fundamentals which is new to the teachers and provides support on structuring literacy blocks.

**PD Opportunity 1**

The literacy coach will meet with grade level teams to support the implementation of balanced literacy and subs will be provided so that whole teams can have professional development around the different components of balanced literacy with a combination of meeting to discuss and pushing into a classroom to observe or practice learning with support from the coach. The literacy coach will coach teachers and model the different components of balanced literacy as needed. The teachers will use Reading Fundamentals as a component their core reading instruction.

**Facilitator**

Literacy Coach

**Participants**

Classroom Teachers Media Specialist Administrators

**Target Dates or Schedule**

Bi-Weekly Literacy meetings On-Going Modeling/Coaching sessions

**Evidence of Completion**

Teacher Feedback Classroom Walk-Throughs & Observations Student Data

**G6.** Increase the percentage of students achieving proficiency (level 3.5) in writing.

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

**G6.B1.S1** Purchase additional writing units from Schoolwide and have teachers K-5 attend the district-wide training on the writing workshop.

**PD Opportunity 1**

Purchase additional units of study for K-5 writing so teachers do not have to share and have teachers attend the district-wide professional development.

**Facilitator**

Literacy Coach- Lauren Rabener Margo Nubelo Andrea Ascitutto-Houck

**Participants**

Classroom Teachers

**Target Dates or Schedule**

Monthly End of year

**Evidence of Completion**

Student Data Teacher Feedback Lesson Plans

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Increase the percentage of students achieving proficiency (level 3) in math.	\$3,300
G2.	Increase the percentage of students scoring at proficiency (level 3) in science.	\$1,050
G3.	Increase the percentage of students achieving proficiency (level 3) in reading.	\$14,900
G6.	Increase the percentage of students achieving proficiency (level 3.5) in writing.	\$3,000
Total		\$22,250

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Technology	Evidence-Based Program	Total
SIP/PTA/SAC	\$7,750	\$0	\$0	\$7,750
SIP/SAC/PTA	\$1,200	\$5,300	\$8,000	\$14,500
Total	\$8,950	\$5,300	\$8,000	\$22,250

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

#### G1. Increase the percentage of students achieving proficiency (level 3) in math.

**G1.B1** Paradigm shifts in instructional practices from standard algorithm procedures to inquiry based learning with multiple representation and multiple means of solving problems.

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

#### Action Step 1

Purchase Brainpop (JR) & TimeZ Attack, and "Mathematics Formative Assessments" (Keeley) for interactive hooks and fluency to improve problem solving

**Resource Type**

Technology

**Resource**

BrainPop Jr. (\$1725), TimeZ Attack(\$1320), & "Mathematics Formative Assessments" (Keeley)

**Funding Source**

SIP/SAC/PTA

**Amount Needed**

\$3,300

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

**G2.B2** Paradigm shifts of instructional practices moving towards inquiry based learning and delving deep into concepts.

**G2.B2.S2** Incorporate the 5E's method of science instruction. Incorporate inquiry based activities into Science instruction such as Dr. Larry Chew's picture inquiry templates, inquiry activity books, and science journals which lead to and higher order thinking. District coordinator will come to school to provide professional development opportunities K-5.

**Action Step 1**

Administrators, coaches, and several teachers attended Dr. Chew's presentation on Inquiry based learning and will share strategies and structures with teachers to help them shift their instructional practices.

**Resource Type**

Evidence-Based Materials

**Resource**

Substitutes

**Funding Source**

SIP/SAC/PTA

**Amount Needed**

\$1,050

**G3.** Increase the percentage of students achieving proficiency (level 3) in reading.**G3.B4** Limited funds

**G3.B4.S2** Purchase classroom libraries with fiction and non-fiction texts ranging in grade level appropriate levels so that students have opportunities to practice reading texts at or above their independent level for extended periods of time across disciplines.

**Action Step 1**

Some teachers will use their classroom adoption money to purchase books to add to their classroom libraries. The literacy coach will ask for support from parents, such as volunteering to level and organize books and sending in books their children are no longer using in the monthly newsletter. If possible, the SAC and PTA will be asked to support in the purchasing of either extra units of study from Schoolwide Fundamentals, classroom libraries, guided reading sets, or chapter books for book clubs, content areas, and/or social issues.

**Resource Type**

Evidence-Based Materials

**Resource**

Classroom libraires, shared big book texts, read alouds, chapter books, content area texts

**Funding Source**

SIP/PTA/SAC

**Amount Needed**

\$7,750



**G3.B4.S3** Create opportunities and provide support for teachers to organize and create classroom libraries. Purchase Heinemann Fountas & Pinnell subscription to level books.

**Action Step 1**

Offer comp. time Help teachers during planning or after school with libraries Provide resources for the leveling of books

**Resource Type**

Evidence-Based Materials

**Resource**

Heinemann Subscriptions

**Funding Source**

SIP/SAC/PTA

**Amount Needed**

\$150

**G3.B4.S4** Purchase Common Core exemplar texts & Reading A-Z.

**Action Step 1**

Reading A-Z will be purchased for teachers as a way to increase the amount of materials they have access to for small group instruction. Common Core exemplar texts will be purchased for grade levels to use for close reading.

**Resource Type**

Technology

**Resource**

Reading A-Z & Common Core Exemplar Texts

**Funding Source**

SIP/SAC/PTA

**Amount Needed**

\$2,000

**G3.B4.S5** Purchase Schoolwide Reading Fundamental Units of Study.

**Action Step 1**

Schoolwide Fundamentals provides curriculum that is aligned with CCSS, Marzano teaching strategies, and a workshop approach to balanced literacy.

**Resource Type**

Evidence-Based Program

**Resource**

Schoolwide Reading Fundamentals Units of Study

**Funding Source**

SIP/SAC/PTA

**Amount Needed**

\$5,000

**G6.** Increase the percentage of students achieving proficiency (level 3.5) in writing.

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

**G6.B1.S1** Purchase additional writing units from Schoolwide and have teachers K-5 attend the district-wide training on the writing workshop.

**Action Step 1**

Purchase additional units of study for K-5 writing so teachers do not have to share and have teachers attend the district-wide professional development.

**Resource Type**

Evidence-Based Program

**Resource**

Schoolwide Fundamentals Writing Units of Study

**Funding Source**

SIP/SAC/PTA

**Amount Needed**

\$3,000