Bartram Springs Elementary

2015-16 School Improvement Plan

Bartram Springs Elementary

14799 BARTRAM SPRINGS PKWY, Jacksonville, FL 32258

http://www.duvalschools.org/bartramsprings

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	24%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	45%

School Grades History

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

Preliminary Informational Baseline School Grade

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

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

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

Bartram Springs Eagles will SOAR to attain educational excellence by providing a:
Safe and Nurturing Environment
Opportunities for Character Building
Academic Success through Rigorous Instruction
Relationships with the Community

Provide the school's vision statement

All students are inspired to achieve personal and academic success.

School Environment

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

Students are interviewed. Respect and self-esteem is at the heart of every classroom interaction. Teachers listen to children and encourage them to listen to others. Teachers help children understand classroom expectations. They give assignments that allow students to share their experiences and interests.
Teachers encourage classroom discussions that let students be the center of attention. Teachers redirect children when they engage in challenging behavior. They engage in one-to-one interactions with children and attend extracurricular activities featuring your students.
Students work regularly in small groups helping to foster interactive relationships and build capacity for understanding and working with others.

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

Formed a Foundations committee to work on the school wide discipline plan.
• Effective Academic Support
• Social skills teaching
• Positive, proactive discipline
• Teaching school behavior expectations
• Active supervision and monitoring
• Positive reinforcement systems
• Firm, fair, and corrective discipline
• Effective classroom management
• Community and service learning

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

Key features of Bartram's School-wide Positive Behavior Support Plan
•Administrative leadership
•Team-based implementation

•Information used for decision making
•Behavioral expectations defined
•Behavioral expectations taught
•Appropriate behavior acknowledged and rewarded
•Behavioral errors monitored and corrected
•Family and community collaboration
Teach Social Behavior like Academic Skills
•Teach through multiple examples
•Teach where the problems are occurring
•Give frequent practice opportunities
•Provide useful corrections
•Provide positive feedback (4:1)
•Monitor for success
•Model expected behaviors with students and adults

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

Promotion and Primary Prevention strategies promote a school environment that supports the positive development of all students–socially, emotionally, and academically. These strategies include: social and emotional learning (SEL), positive behavior intervention and supports (PBIS), and response to intervention RTI). Training staff to build positive relationships with students in order to increase school connectedness.
Training students in conflict resolution and peer mediation techniques that allow them to take responsibility for
maintaining a positive school climate.

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

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

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

Indicator	Grade Level					Total
	K	1	2	3	5	
Attendance below 90 percent	0	1	2	3	0	6
One or more suspensions	1	0	8	0	2	11
Course failure in ELA or Math	3	5	0	3	0	11
Level 1 on statewide assessment	0	0	0	0	0	

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

Indicator	Grade Level 5	Total
Students exhibiting two or more indicators	1	1

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

- Response to Intervention (RTI)
- Part time reading interventionists are used as a safety net for at risk students.
- Administrators and the reading coach provides professional development support to teachers.
- Implementation of Achieve 3000 in Grades 3 -5.
- iReady for Reading and Math in grades K - 3 (Reading) and K - 5 (Math).

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Bartram Springs believes Parent Involvement is essential in every students education. Regular phone messages are used to inform them of important upcoming events. Bi-weekly newsletters, are provided to each student and posted online on the school website.The PTA provides additional monthly activities to involve families within the school. At our school we also participate in the following programs to promote positive relationships with families:
Volunteer training provided for all families at Open House, opportunities to volunteer before and after the school day, school, teacher and PTA websites, parent conferences as requested by teacher or parent, student planners, mid-quarter progress reports, teacher newsletters, PTA sponsored events, Spirit Nights at various business partner vendors, Student of the Month, Parent Nights, Open House, Meet and Greet, and Curriculum Nights.
Additional activities that include family and community members include:
Dudes Do Read (Dads, grandpas, uncles, and other community members come and share a book with students in their classrooms), Ladies Love Literacy, Multicultural Celebration, and Invention Convention.

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 school has continued to build and sustain relationships in the community. Our business and faith-based partners help to provide various support systems to families to meet individual needs and honor specific interests. Businesses' host spirit nights and other programs where the school receives a percentage of the profits to fund awards and incentives for students. Our business and faith-based partners also step in to support school events designed to promote morale and academic achievement.

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
Wright, Kimberley	Principal
Butterfield, Leigh	Assistant Principal
Caldwell, Jennifer	Guidance Counselor
Antzaklis, Ashley	Teacher, K-12
Kirkland, Katherine	Assistant Principal
Short, Shqyponja	Teacher, K-12
Pitts, Ingrid	Instructional Coach
Carr, Susan	Teacher, K-12

Duties

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

Principal-Communicate a clear and common vision, Demonstrate effective leadership practices to create a climate that supports and sustains staff during a reform process, provide personnel resources and logistical support for the implementation of the model.
Assistant Principal-Monitor implementation, modify training, technical assistance and support to sustain implementation, model the problem-solving process at the district level through the consistent use of data for decisions that improve student performance and the skills of the professional staff, ensure the use of program evaluation to evaluate the impact of implementation, and share data with staff.
Reading Coach-Works to support teacher learning, teaching, coaching, and leading school reading programs. Focuses on providing professional development for teachers by providing them with the additional support needed to implement various instructional programs and practices.

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

Bartram Springs incorporates common planning time for teachers into the everyday school schedule. We maximize instructional time and create longer blocks of time for academic subjects, especially literacy and math. We meet student needs in instructional focus and also reduce specialized and pull-out programs for specific groups of students and teachers. Structures support personal relationships between students and teachers. We invest more resources in prevention than in remediation. All adults (including specialists, administrators, and paraprofessionals) have an explicit role in supporting improved student learning.
Significant resources are allocated for professional development to supports the school's comprehensive school reform design. All school programs and funds--including funds from special programs as well as external and private funds--support the academic processes. Technology is integrated as a tool to support comprehensive school reform design.
Our enrichment program focuses on planning instruction to challenge students at all levels, including those who are high achieving. Identified students are placed into enrichment classes which provide an accelerated learning pace and a variety of enrichment activities designed to challenge and promote independent learning for all students.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Maria Devries	Parent
Jaymes King	Parent
Chris Bray	Parent
Laura Leuthold	Parent
Tiffany Sorrells	Teacher
Calvin Simon	Teacher
Swati Athavale	Education Support Employee
Matthew Hamann	Parent
Margo Crafton	Business/Community
Anne Dix	Business/Community
Kim Wright	Principal
Ingrid Pitts	Education Support Employee
Colleen Walsh	Teacher
Jasmyne Warren	Parent
Carmen Warren	Parent
Daylynne Eyster	Parent

Duties

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

Evaluation of last year's school improvement plan

At the first SAC meeting of the 2015-2016 school year, members discussed current school data, the 2014-2015 school improvement plan, and the changes planned for the current year. Members were invited to revisit the plan from the previous year on the FLDOE website and offer further feedback as the school improvement teams work to create the plan for the current school year.

Development of this school improvement plan

Members of the SAC were provided with an outline of the proposed goals, barriers, and strategies developed by the leadership team and faculty and asked for additional input. The SAC will make an overall judgment about the school improvement plan.

Preparation of the school's annual budget and plan

The SAC assists in the preparation and evaluation of the school's improvement plan and in the preparation of the school's annual budget, as well as other functions assigned to it by the district school board. Monies received by the school for implementation of its school improvement plan may only be spent on programs or projects selected by the School Advisory Council. The school leadership team will work collaboratively with the SAC to decide on the use of funds to support the plan. Additionally, if the school receives a financial award pursuant to the Florida School Recognition Program, then the SAC, jointly with school staff, determine how to distribute the award, within statutory parameters.

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

School improvement funds are planned to be used for the purchase of tables for the STEM lab, additional technology, supplemental teacher materials, and materials for professional development to support the school's choice theme as a school of enrichment.

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

An appropriately balanced number of teachers, education support employees, parents, and other business and community citizens are representative of the ethnic, racial, and economic community served by the school.
Council members representing teachers, education support employees, students, and parents will be elected by their respective peer groups at the school in a fair and equitable manner as follows:
1. Teachers shall be elected by teachers.
2. Education support employees shall be elected by education support employees.
3. Students shall be elected by students.
4. Parents shall be elected by parents.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Butterfield, Leigh	Assistant Principal
Hirst, Karly	Teacher, K-12
Pitts, Ingrid	Instructional Coach
Combs, Renee	Teacher, K-12
Cramer, Julia	Instructional Media
Kluge, Tracy	Teacher, K-12
Ray , Cindy	Teacher, K-12
Tinc, Debbie	Teacher, K-12
Rogers, Jennifer	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

To initiate and sustain change efforts in literacy instruction at the school level. The LLT will analyze data, provide input into the School Improvement Plan based on findings, and monitor the progress of literacy goals and objectives throughout the year. The LLT will monitor the progress of literacy initiatives and develop a plan for effective communication. The Lead Literacy Team will also take part in the development of staff professional development in some of the following areas:
Student Engagement
Consistent and Effective Use of Student Reading Conferences
Increase Student Reading of Non-Fiction Text
Tier II and III Interventions
Effective Use of Student Reading and Science Journals
Creation of Family Literacy Night
Continued Implementation of Common Core Standards

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

Engage the full faculty in activities and discussions related to the school's mission, vision, and core values, Make new teachers feel welcome.

Create—and support—meaningful opportunities for teachers to work collaboratively. Identify ways to increase and/or improve faculty communication. Choose a professional development model that promotes relationship-building.

Resource schedule is designed to support regular collaborative work time for teachers. Each grade level meets every week for common planning led by the Administrative Team. In addition, early dismissal days are scheduled to allow collaborative planning for grade levels as a whole. Reading coach and administration support professional development needs.

Early dismissal professional development also includes specific team-building activities planned by administration and/or teacher leaders.

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

At Bartram Springs Elementary School we provide all novice teachers with mentors. We ensure the class size ratio laws are met. We provide ongoing professional development. We ensure administrative supports for necessary materials and supplies and time for teacher planning.

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

Provide mentors for novice teachers. Mentors and mentees will meet weekly formally and informally to review student progress. They will spend time discussing instructional strategies that will ensure student success. They will plan and engage in visits to other classrooms to highlight and discuss effective instructional and behavioral strategies. Provide time for beginning teachers to visit 'model classrooms' to watch "best practices". Provide time for teachers to participate in professional learning communities for academic collaboration and professional growth. "New Teacher" meetings are held to provide opportunities for general discussion and information

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

Bartram Spring will work to identify resources; textbooks, curriculum materials, high quality professional development opportunities, etc. that will help teachers effectively implement the standards. We will support teachers in aligning instruction with Florida standards, schools should provide access to a variety of high quality formative and interim assessment tools that are aligned with both the state standards and the curriculum materials teachers use in the classroom every day. Teachers will also have access to student data to drive instruction. Schools must also have the technology infrastructure teachers need to have quick access to summative and interim assessment data and to analyze data by student, class, and school level.

This year, we are implementing a new curriculum across the district - Duval Reads and Duval Math. The curriculum is rigorous and aligned to the Florida Standards. Reading teachers will also use

blended learning tools such as i-Ready and Achieve 3000 (intermediate grades) to supplement instruction.

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

We use a thoughtful planning process, develop learner profiles, assess student needs and student progress
create differentiated learning experiences, leverage technology to support differentiation, develop schoolwide support.
Create a learner-centered environment that allows for student choice, flexibility, and independence. Focus on complexity rather than simplicity. Provide for various classroom grouping arrangements. Express openness to innovation and exploration.
Change the behaviors of teaching and instructional delivery to address student variance. Implement data-informed whole-class and small-group instruction. Use leveled curricula that enhances student learning
and achievement.

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: 2,520

1. Clearly defined program goals
2. Strong, experienced teachers providing the after school tutoring
3. Teachers that motivate students
4. A program that is well-aligned to the school day but provides new, different, and engaging learning opportunities for participants
5. Continual evaluation and assessment of the program and a staff that ensures goals are being met

Strategy Rationale

After-school hours are an opportunity to further engage students in academic, social, and physical activities.

Strategy Purpose(s)

   • Enrichment

Person(s) responsible for monitoring implementation of the strategy
Butterfield, Leigh, butterfieldl@duvalschools.org

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

Because this is an extended day learning program, some of the same resources used during the school day are being used to track the students. The after school teachers are working with the classroom teachers to ensure this alignment.

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

Bartram Academy, a local preschool, as well as one of our business partners, takes annual tours of our kindergarten classrooms to see what a "typical day" is like in the elementary setting. We provide families with information about school registration, policies, and content standards for kindergarten. All information stated above is offered to students in the spring at a screening called "Kindergarten Round-Up."

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:

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

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

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If we implement Achieve 3000 with fidelity by increasing student usage, we will increase reading proficiency in 3rd – 5th grade.

G2.   If we implement School of Enrichment with a focus on Multiple Intelligences as our Choice Theme, we will maintain a student enrollment of at least 900 students and maintain a 90% teacher retention rate.

G3.   If we implement a STEM lab with aligned science investigations in grades K - 5, we will increase proficiency in 5th grade science.

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. If we implement Achieve 3000 with fidelity by increasing student usage, we will increase reading proficiency in 3rd – 5th grade. `1a`

Targets Supported `1b`

🔑 G071884

Indicator	Annual Target
ELA Achievement District Assessment	47.0

Resources Available to Support the Goal `2`

- Achieve 3000, ELA Curriculum Guide

Targeted Barriers to Achieving the Goal `3`

- Scheduling computer access equitably for each student.

- Lack of teacher training in Achieve 3000.

- Limited access with student data points.

Plan to Monitor Progress Toward G1. `8`

Monthly student performance reports will be monitored to determine progress towards the reading goal.

Person Responsible
Leigh Butterfield

Schedule
Monthly, from 10/1/2015 to 5/27/2016

Evidence of Completion
Monthly student performance reports

G2. If we implement School of Enrichment with a focus on Multiple Intelligences as our Choice Theme, we will maintain a student enrollment of at least 900 students and maintain a 90% teacher retention rate. `1a`

🔍 G071885

Targets Supported `1b`

Indicator	Annual Target
School Climate Survey - Staff	90.0

Resources Available to Support the Goal `2`

- Gifted program, After School Enrichment activities, Insight and Gallup Surveys

Targeted Barriers to Achieving the Goal `3`

Plan to Monitor Progress Toward G2. `8`

Student enrollment will be tracked periodically throughout the school year.

Person Responsible

Leigh Butterfield

Schedule

Quarterly, from 9/11/2015 to 6/3/2016

Evidence of Completion

Student enrollment/attendance will be monitored each quarter. Comparison of Fall 2015 FTE and Spring 2016 FTE.

G3. If we implement a STEM lab with aligned science investigations in grades K - 5, we will increase proficiency in 5th grade science. 1a

G071886

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	90.0

Resources Available to Support the Goal 2

- Scott Foresman Interactive Science, Worktext Grade 5, Explore Learning Gizmos, Leveled Readers

Targeted Barriers to Achieving the Goal 3

- Curriculum not taught with fidelity in grades K - 5.

Plan to Monitor Progress Toward G3. 8

Student performance on Baseline and Mid-Year Science Curriculum Guide Assessments.

Person Responsible

Katherine Kirkland

Schedule

Quarterly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Student performance on Baseline and Mid-Year Science Curriculum Guide Assessments.

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. If we implement Achieve 3000 with fidelity by increasing student usage, we will increase reading proficiency in 3rd – 5th grade. [1]

🔑 G071884

G1.B1 Scheduling computer access equitably for each student. [2]

🔑 B187451

G1.B1.S1 Increase student usage of Achieve 3000 by providing access to the computer lab before and after school, including Achieve 3000 as a literacy center, rotating classes through the computer lab and by rotating laptop carts through grades 3 -5 on a consistent basis. [4]

🔑 S198945

Strategy Rationale

Increase student usage of Achieve 3000 to increase student achievement.

Action Step 1 [5]

Achieve 3000 training will be scheduled throughout the school year for 3rd -5th ELA teachers.

Person Responsible

Ingrid Pitts

Schedule

Quarterly, from 10/16/2015 to 3/17/2016

Evidence of Completion

Achieve 3000 monthly student performance reports.

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

Small group lesson plans will be monitored on a frequent basis to ensure Achieve 3000 is included during center rotations.

Person Responsible

Kimberley Wright

Schedule

Quarterly, from 10/1/2015 to 5/27/2016

Evidence of Completion

Lesson plans will be reviewed each week.

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

Small group lesson plans will be monitored on a frequent basis to ensure Achieve 3000 is included during center rotations.

Person Responsible

Kimberley Wright

Schedule

Biweekly, from 10/1/2015 to 5/27/2016

Evidence of Completion

Lesson plans will be reviewed each week.

G1.B2 Lack of teacher training in Achieve 3000. 2

B187452

G1.B2.S1 3rd -5th grade ELA teachers will be provided Achieve 3000 training throughout the year. 4

S198946

Strategy Rationale

Professional Development will be provided to drive instruction.

Action Step 1 5

Achieve 3000 training will be scheduled throughout the school year for 3rd - 5th ELA teachers.

Person Responsible

Ingrid Pitts

Schedule

Quarterly, from 10/16/2015 to 3/17/2016

Evidence of Completion

Achieve 3000 monthly student performance reports.

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

Administrators will facilitate appropriate training, set up systems to successfully implement progress monitoring and implement systems to use the data to improve instruction.

Person Responsible

Kimberley Wright

Schedule

Monthly, from 10/1/2015 to 6/1/2016

Evidence of Completion

Achieve 3000 monthly student performance reports

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

Administrators will facilitate appropriate training, set up systems to successfully
implement progress monitoring and implement systems to use the data to improve instruction.

Person Responsible

Kimberley Wright

Schedule

Monthly, from 10/1/2015 to 6/1/2016

Evidence of Completion

Achieve 3000 monthly student performance reports

G1.B3 Limited access with student data points. `2`

🔍 B187453

G1.B3.S1 Teachers will work together with the Admin Team to analyze student data. `4`

🔍 S198947

Strategy Rationale

Data will be analyzed to determine next steps for instruction.

Action Step 1 `5`

Teachers will analyze data with the Admin Team.

Person Responsible

Kimberley Wright

Schedule

Weekly, from 9/10/2015 to 5/27/2016

Evidence of Completion

School monitoring charts of district assessments and blended learning usage reports.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Small group plans will be monitored on a frequent basis to ensure Achieve 3000 is included during center rotations.

Person Responsible

Leigh Butterfield

Schedule

Weekly, from 10/1/2015 to 5/27/2016

Evidence of Completion

Small group lesson plans.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Small group plans will be monitored to ensure Achieve 3000 results are used to drive instruction.

Person Responsible

Kimberley Wright

Schedule

Weekly, from 10/1/2015 to 5/27/2016

Evidence of Completion

Small group lesson plans and Achieve 3000 usage reports.

G3. If we implement a STEM lab with aligned science investigations in grades K - 5, we will increase proficiency in 5th grade science. 1

🔑 G071886

G3.B1 Curriculum not taught with fidelity in grades K - 5. 2

🔑 B187455

G3.B1.S1 Increase the rigor in science through the use of journals, investigations and monitoring the implementation of a science schedule. 4

🔑 S198948

Strategy Rationale

Teaching Science provides students with opportunities to: develop their understanding of the world around them, communicate their understanding in a variety of scientifically literate forms, and use scientific knowledge to make informed decisions. Lab experiences provide opportunities to teach collaboration, teamwork, and scientific discourse

Action Step 1 5

Create a science lab schedule for investigations to be done weekly in the classroom or science lab. Have students use their science journals daily.

Person Responsible

Katherine Kirkland

Schedule

Weekly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Data from the CGAs will be analyzed and monitored for effectiveness and student progress. Science lab data documented in journals will be monitored.

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

Create a science lab schedule for investigations to be done weekly in the classroom or Science Lab. Students will use their journals to reflect on the investigations

Person Responsible

Katherine Kirkland

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Data from the CGAs will be analyzed and monitored for the effectiveness and student progress. Science lab data documented in journals will be monitored.

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

Create a science lab schedule for investigations to be done weekly in the classroom or Science Lab.

Person Responsible

Katherine Kirkland

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Data from the CGAs will be analyzed and monitored for the effectiveness and student progress. Science lab data documented in journals will be monitored.

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	Achieve 3000 training will be scheduled throughout the school year for 3rd -5th ELA teachers.	Pitts, Ingrid	10/16/2015	Achieve 3000 monthly student performance reports.	3/17/2016 quarterly
G1.B2.S1.A1	Achieve 3000 training will be scheduled throughout the school year for 3rd - 5th ELA teachers.	Pitts, Ingrid	10/16/2015	Achieve 3000 monthly student performance reports.	3/17/2016 quarterly
G1.B3.S1.A1	Teachers will analyze data with the Admin Team.	Wright, Kimberley	9/10/2015	School monitoring charts of district assessments and blended learning usage reports.	5/27/2016 weekly
G3.B1.S1.A1	Create a science lab schedule for investigations to be done weekly in the classroom or science lab. Have students use their science journals daily.	Kirkland, Katherine	9/14/2015	Data from the CGAs will be analyzed and monitored for effectiveness and student progress. Science lab data documented in journals will be monitored.	5/27/2016 weekly
G1.MA1	Monthly student performance reports will be monitored to determine progress towards the reading goal.	Butterfield, Leigh	10/1/2015	Monthly student performance reports	5/27/2016 monthly
G1.B1.S1.MA1	Small group lesson plans will be monitored on a frequent basis to ensure Achieve 3000 is included during center rotations.	Wright, Kimberley	10/1/2015	Lesson plans will be reviewed each week.	5/27/2016 biweekly
G1.B1.S1.MA1	Small group lesson plans will be monitored on a frequent basis to ensure Achieve 3000 is included during center rotations.	Wright, Kimberley	10/1/2015	Lesson plans will be reviewed each week.	5/27/2016 quarterly
G1.B2.S1.MA1	Administrators will facilitate appropriate training, set up systems to successfully implement progress monitoring and implement systems to use the data to improve instruction.	Wright, Kimberley	10/1/2015	Achieve 3000 monthly student performance reports	6/1/2016 monthly
G1.B2.S1.MA1	Administrators will facilitate appropriate training, set up systems to successfully implement progress monitoring and implement systems to use the data to improve instruction.	Wright, Kimberley	10/1/2015	Achieve 3000 monthly student performance reports	6/1/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1	Small group plans will be monitored to ensure Achieve 3000 results are used to drive instruction.	Wright, Kimberley	10/1/2015	Small group lesson plans and Achieve 3000 usage reports.	5/27/2016 weekly
G1.B3.S1.MA1	Small group plans will be monitored on a frequent basis to ensure Achieve 3000 is included during center rotations.	Butterfield, Leigh	10/1/2015	Small group lesson plans.	5/27/2016 weekly
G2.MA1	Student enrollment will be tracked periodically throughout the school year.	Butterfield, Leigh	9/11/2015	Student enrollment/attendance will be monitored each quarter. Comparison of Fall 2015 FTE and Spring 2016 FTE.	6/3/2016 quarterly
G3.MA1	Student performance on Baseline and Mid-Year Science Curriculum Guide Assessments.	Kirkland, Katherine	9/1/2015	Student performance on Baseline and Mid-Year Science Curriculum Guide Assessments.	6/1/2016 quarterly
G3.B1.S1.MA1	Create a science lab schedule for investigations to be done weekly in the classroom or Science Lab.	Kirkland, Katherine	9/1/2015	Data from the CGAs will be analyzed and monitored for the effectiveness and student progress. Science lab data documented in journals will be monitored.	6/1/2016 weekly
G3.B1.S1.MA1	Create a science lab schedule for investigations to be done weekly in the classroom or Science Lab. Students will use their journals to reflect on the investigations	Kirkland, Katherine	9/1/2015	Data from the CGAs will be analyzed and monitored for the effectiveness and student progress. Science lab data documented in journals will be monitored.	6/3/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If we implement Achieve 3000 with fidelity by increasing student usage, we will increase reading proficiency in 3rd – 5th grade.

G1.B1 Scheduling computer access equitably for each student.

G1.B1.S1 Increase student usage of Achieve 3000 by providing access to the computer lab before and after school, including Achieve 3000 as a literacy center, rotating classes through the computer lab and by rotating laptop carts through grades 3 -5 on a consistent basis.

PD Opportunity 1

Achieve 3000 training will be scheduled throughout the school year for 3rd -5th ELA teachers.

Facilitator

Ingrid Pitts or Krista Stringfellow

Participants

3 - 5 ELA teachers

Schedule

Quarterly, from 10/16/2015 to 3/17/2016

G1.B2 Lack of teacher training in Achieve 3000.

G1.B2.S1 3rd -5th grade ELA teachers will be provided Achieve 3000 training throughout the year.

PD Opportunity 1

Achieve 3000 training will be scheduled throughout the school year for 3rd - 5th ELA teachers.

Facilitator

Achieve 3000 Training

Participants

All 3 - 5 ELA teachers

Schedule

Quarterly, from 10/16/2015 to 3/17/2016

G1.B3 Limited access with student data points.

G1.B3.S1 Teachers will work together with the Admin Team to analyze student data.

PD Opportunity 1

Teachers will analyze data with the Admin Team.

Facilitator

Kim Wright, Leigh Butterfield, Katherine Kirkland

Participants

All K - 5 teachers and VE teachers

Schedule

Weekly, from 9/10/2015 to 5/27/2016

G3. If we implement a STEM lab with aligned science investigations in grades K - 5, we will increase proficiency in 5th grade science.

G3.B1 Curriculum not taught with fidelity in grades K - 5.

G3.B1.S1 Increase the rigor in science through the use of journals, investigations and monitoring the implementation of a science schedule.

PD Opportunity 1

Create a science lab schedule for investigations to be done weekly in the classroom or science lab. Have students use their science journals daily.

Facilitator

Science Lead Teacher

Participants

All science teachers

Schedule

Weekly, from 9/14/2015 to 5/27/2016

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	**Achieve 3000 training will be scheduled throughout the school year for 3rd -5th ELA teachers.**			**$0.00**
2	G1.B2.S1.A1	**Achieve 3000 training will be scheduled throughout the school year for 3rd - 5th ELA teachers.**			**$0.00**
3	G1.B3.S1.A1	**Teachers will analyze data with the Admin Team.**			**$0.00**
4	G3.B1.S1.A1	**Create a science lab schedule for investigations to be done weekly in the classroom or science lab. Have students use their science journals daily.**			**$1,961.73**

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1611 - Bartram Springs Elementary	School Improvement Funds		$1,961.73
			Notes: A portion of the School Improvement Funds will be used to purchase tables for the STEM/Science Lab.			
					Total:	**$1,961.73**