Bessey Creek Elementary School

2015-16 School Improvement Plan

Bessey Creek Elementary School

2201 SW MATHESON AVE, Palm City, FL 34990

bce.sbmc.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	21%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	14%

School Grades History

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

Preliminary Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

In partnership with families and the community, Bessey Creek Elementary mirrors the mission (Why do we exist?) of the Martin County School district; to educate all students for success. Bessey Creek is dedicated to providing a bright beginning for each child by developing positive character and using innovative pathways to awaken academic, social/emotional and physical excellence.

Provide the school's vision statement

Bessey Creek Elementary's vision is to provide a community that fosters positive character by using innovative pathways to awaken academic, social, emotional and physical excellence. This year we are using the theme, "Where learning is your super power!" to help students understand their strengths and weaknesses so that we can strive to be that exemplar school of excellence for each student.

School Environment

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

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

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

Through Conscious Discipline each staff member employs the following guiding principles before, during, and after school:
1. Composure-being the person you want children to become. Power of perception-No one can make you angry without your consent:
• Safe Place
• S.T.A.R.
• Morning Meeting/Circle Time Positive Intent
• Brain Breaks
• Brain Smart Starts to the Day
• Transition Routines
2. Encouragement-building the school family. Power of unity-we are all in this together:
• Job Board/Chart

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

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Continued professional development through Conscious Discipline (CD) if offered each year for all staff members. The CD team meets monthly to analyze student data and plan for school-wide connection assemblies and staff-student activities to model in the classroom.

Multi-Tiered System of Support (MTSS) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With MTSS, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities.

With the implementation of three models of behavioral support systems, Bessey Creek has skillfully restructured classroom and school-wide behavior management systems. Originally, classroom management generally consisted of a wide variety of systems being implemented by individual teachers throughout the school. PBS, Conscious Discipline and MTSS give us evidence-based, data supported interventions to support the behavior and optimal learning for all students. It is our goal to have a positive and effective working relationship between parent, teacher and student. The Bessey Creek Parent Communication/Student Behavior Tracking Form is used to facilitate communication by notifying parents promptly when student behaviors need to be brought to the attention of the parents. This form has recently been revised this school year to reflect the integration of PBS, Conscious Discipline and MTSS. The staff member who is supervising the student at the time will complete the form and send it home. As a result, this form may not always be sent by the classroom teacher. The Parent Communication/Student Behavior Tracking Form is not a referral but a written communication between school and home. Prompt attention to and return of this form will best support your child's behavior and learning. An administrator will follow up when the form has not been signed and returned to school. If the disciplinary infraction demands immediate or heightened attention including but not limited to the Zero Tolerance Policy, the staff member will complete the Martin County School District Office Discipline Referral (ODR) Form #361 and send the child to the office for disciplinary action. A copy of the discipline referral is then sent home with the student to be signed by the parent/guardian and returned to the office the following school day. Parental support is expected and very much appreciated.

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

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Bessey Creek has a 97.46% attendance rate.

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

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

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

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Students identified by the early warning system have been monitored by developing a Progress Monitoring Plan and have been discussed with the Multi-Tiered System of Support. Additionally, the Individual Education Plan team has met to assess learning goals and specialized instruction. Intervention strategies include Check In-Check Out, Fountas and Pinnell Level Literacy Intervention and intensive guided reading lessons as well as strategy lessons in small groups.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?
No

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

Description

Parental involvement at Bessey Creek is exceptionally high as indicated by the "5 Star School Award" that has been received annually since 1997. We will continue to involve and support our parents by communicating the instructional shifts taking place with Florida Standards and standards based reporting and grading practices so that parents have a smooth transition and can continue to support their children's' academic success. Mathematics instructional shifts include: focus on a narrow and deep scope, coherence of standards that build on foundation of previous year, fluency of simple calculations,deep understanding of a concept before moving on, application of problem-solving concepts and dual intensity of practice and understanding. English Language Arts shifts include: a robust balance of informational and literary text, knowledge in the disciplines, staircase of complexity, text-based answers, writing from sources and academic vocabulary. The implementation of standards based grading and reporting has stimulated parental questions and has shifted traditional percentage-based reporting of student learning. Our 2014-2015 Climate Survey indicate 51% of the 56%

responding parents find the standards based report card easy to understand and 56% of the 56% of responding parents strongly agree/agree that the standards based report card informs them of their child's progress. Much work has been accomplished over this past summer with a district-wide task force which included a variety of stakeholders. A more stream stream-line report card was designed and the grading scale was evaluated and designed for more effective reporting. This was presented consistently to schools, teachers and parents prior to the start of school and is made available on the district and school web site. An informational PowerPoint and video was presented to all parents during curriculum night. Additionally, parents are encouraged to maintain open communication with teachers and are able to arrange for conferences when needed, beyond the two district-wide scheduled Parent-Teacher Conference Nights. Communication will take place in the following ways: parent/teacher conferences, monthly newsletter, district and school web site, SAC meetings, Blackboard Connect 5, curriculum nights, Science Night, and Literacy Night.
Furthermore, parents will be invited to the school to build community and culture in the following ways:
Family Flix Night, Fall Fest, Spring Carnival, Book Fairs, and Boosterthon Fun Run.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Bessey Creek works cooperatively with the Education Foundation of Martin County, the Parent-Teacher Organization and a variety of business partners. Grants are provided and written as well as Fund-A-Project opportunities.
Bessey Creek is a continued recipient of The Five Star School Award was created by the Commissioner's Community Involvement Council and is presented annually to those schools that have shown evidence of exemplary community involvement. In order to earn Five Star school recognition, a school must show documentation that it has achieved 100% of the established criteria in the categories of: Business partnership, Family Involvement, Volunteerism, Student Community Service and School Advisory Council.
Bessey Creek hosts an Open House for all parents to attend as well as Curriculum Nights for each grade level. Monthly newsletters are published by the PTA. Individual grade levels and teachers publish class newsletters that outline learning goals/targets and standards being taught during the curricular unit of study. School-wide and grade level events are planned regularly; in which a high rate of parents attend. The school web site provided a host of current information and is linked to the school district and state resources. School Improvement teams offer informational training for parents. An open door policy is promoted by administration and all staff. Teachers communicate regularly with parents and utilize FOCUS Parent Portal, a web-based report card system for the most current information on each student's academic performance.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Defenthaler, Victoria	Principal
Monte, Robyn	Assistant Principal
Amsden, Ruby	Administrative Support
Rabener, Lauren	Instructional Coach
Ganther, Cynthia	Guidance Counselor
Campbell, Jill	Teacher, K-12
Zech, Nicole	Teacher, K-12
Lahara, Meredith	Teacher, K-12
Oatis, Brandi	Teacher, K-12

Duties

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

The Leadership Team's role in the SIP is providing strategies and interventions for addressing those students and 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 and 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. The leadership team collaborates with other leadership teams with like-schools in the district. This year, a district-wide focus has been put on the implementation of developing each school as a Professional Learning Community (PLC) to which Collaborate Learning Teams (CLT) are developed to support adult and student learning. A Guiding Coalition consisting of the leadership team in addition to identified grade-level teachers will participate in year-long training to launch the structures and monitor the fidelity of the CLTs throughout the year. With student learning the primary focus, four essential questions will guide our PLC Leadership and CLT teams:
1. What do we want students to learn?
2. How will we know when they have learned it?
3. What will we do when they haven't learned it?
4. What will we do when they already know it?
The Guiding Coalition will bring each CLT to define what students need to know and do, monitor their learning and respond systematically when students aren't learning essential concepts and skills, share my best instructional practices around the Marzano Instructional Strategy Elements so that students can benefit and will focus on student learning by developing and using common formative assessments as well as subsequent interventions that provide students with support and extensions when determined by collective data.

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

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

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

-Implements research-based resources funded by federal and local funds.

-The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III, Migrant, and Title I programs. (This example is for Title I schools only)

-School Improvement Plan objectives reflect the research-based strategies with a focus on achieving state and district

priorities.

-Input from the Pre-K programs is obtained by the school and district and is included in the transition plan.

-Partnerships are established.

-With coordination and scheduling of instructional programs.

-With implementation of parent information programs.

-Brochures and referrals for parent and student support from the guidance department, school nurse and other school and district personnel.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Michelle Maggiore	Teacher
Victoria Defenthaler	Principal
Robyn Monte	Principal
Stephanie Carlson	Education Support Employee
Judy Dye	Parent
Tricia Felke	Parent
Scott King	Business/Community
Laura McKinney	Parent
Joi Murray	Business/Community
Allison Papsidero	Parent
Jane Shubert	Parent
Teena White	Parent
Denise Buckner	Parent
Erin Rekowski	Parent
Jennifer Zucker	Parent
Leila Wintercorn	Parent
Leila Cornwell	Parent
Julia Wintercorn	Parent
Mindy Feig	Parent
Kristin Murphy	Teacher
Paige Walsh	Education Support Employee
Kathy Ahern	Teacher
Janice Borowski	Parent
Dorothy Hyland	Teacher
Michelle Maggiore	Teacher
Monica Matos	Parent
Kristen Murphy	Teacher
Joi Murray	Teacher
Bruce Nathan	Teacher
Elizabeth Porraro	Parent
John Porraro	Parent
Terry Stone	Parent
Casey Swift	Teacher
Mary Taber	Teacher
Wendy Vogeley Meyerson	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

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

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

School Improvement funds requested will be reviewed and voted upon by SAC members. These funds may be expended only on programs or projects that are directly related to the SIP. Such funds are recommended to benefit larger groups of students so that as many students as possible will benefit. Funds will be used to support instructional content areas such as balanced literacy, mathematics and science in the school and to support the use of technology in daily instruction and accessibility for students and teachers.
Last year SAC purchased Brain Pop for $1,725.00 and TimeZAttack for $1,500.00. A school set of Cognitive Bases Assessments for math were purchased as well.

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

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Defenthaler, Victoria	Principal
Monte, Robyn	Assistant Principal
Rabener, Lauren	Instructional Coach
Amsden, Ruby	Instructional Coach
Ganther, Cynthia	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The LLT has been working for the past 2 years on building capacity around the components of Balanced Literacy and as with any change, different grade levels and people within those grade levels are at different levels of understanding and implementation of Balanced Literacy. In an attempt to honor every teacher's learning process, the LLT has organized different groups of teachers to work together. The first groups started last year after the LLT won a $10,000 grant to support teacher's learning around the components. Each teacher (K-3) was asked to pick a component they would like to study further with literacy consultant Enid Martinez. This year, teachers will continue to learn with their cohort through a book study around the component they have chosen to delve deeper into with the consultant and the literacy coach. Allowing teachers to choose the area they would like to strengthen and providing time to focus, learn, and try new strategies will help to build capacity in the components of balanced literacy and hopefully provide teachers the opportunity to watch and learn from each other as we grow and learn. Another $11,000 professional development grant for this school year has been submitted by the literacy coach to build on the previous year's teacher learning. The LLT recognizes the direct correlation between teacher pedagogy and expertise and student achievement and is committed to developing the best literacy instruction and expertise in our teachers. Teachers are eager to participate, thrive when learning and are craving for more advanced professional development in order to effectively implement balanced literacy components in core instruction and meet the needs of students requiring supplemental and intensive interventions in Tier 2 and Tier 3.

The LLT has also organized teachers into grade level Collaborative Learning Teams to work with The Florida Standards and the district frameworks. CLT's will meet weekly at first, then once a month to work on the team's next steps in terms of implementing the standards using student data and knowledge of the components of Balanced Literacy. Some teams are creating common formative assessments using performance scales to write jots they would expect from their students at each level, while others work to learn how to utilized on-demand writing samples to drive writing units of study. Still other teams are focused on collecting data from running records to inform instruction around interactive read-alouds, shared reading, minilessons, and guided reading.

CLT's will meet weekly to plan units of study using The Florida Standards, district frameworks, student data. They will focus their planning by utilizing the PLC Guiding Questions:

"What do we want students to learn?"

"How will we know if and when they learned it?"

"How are we going to teach it?" and finally,

"How will we respond when some students have already learned it or do not learn it?"

Teachers also have opportunity to elicit the help of the literacy coach to work on individual needs. The coach will have coaching conversations to help solve an instructional problem or question, model lessons for teachers, or coach teachers through a lesson.

New teachers will receive professional development and support from the literacy coach and other mentor teachers as needed.

We will continue to monitor progress through the Fountas and Pinnell Benchmark Assessment System, iReady in grades K-5, and science benchmarks in grades 3-5.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Conscious Discipline connection activities are utilized routinely with all staff members. Collaborative Learning Teams and Book Clubs has been formed to support vertical planning, collaboration and teacher learning. The master schedule has beeen designed for common planning times and collaboration to support inclusion and support facilitation classrooms. Professional development is designed around the needs of the teachers and is differentiated across math and literacy. Expert teachers are called upon to

lead discussions and support grade levels with new initiatives. Building instructional capacity is a core principle at BCE. The literacy coach models lessons and other teachers are willing to serve as lab classrooms in which peer observations and feedback takes place. Research based strategies are determined through individual professional development plans; which serves as a means to group teachers in PLC's for study around the common selected element. Teachers are working together to design mini-lessons for units of study as well at intervention strategies for MTSS. Student achievement is monitored through a variety of tools and instructional decisions is determined through professional collaboration. Creating and utilizing common formative and summative assessments is of particular focus this year.

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

- Providing new teachers with mentors - Administration
-New Teacher Induction Mentor PLC- Assistant Principal and New Teachers
- 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
Bessey Creek follows the recruitment plan of the Martin County School District.

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

Each teacher new to the district is assigned a veteran teacher, preferably within their grade level, to serve as their mentor for the year. A New Teacher Induction Mentor CLT is conducted with the Assistant Principal as the lead mentor. The teachers meet to discuss a variety of topics and procedures. Each new teacher has the opportunity to ask questions and gain familiarity with the routines, procedures, resources, communication, discipline and curriculum.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school utilizes the district English Language Arts, Mathematics, and Science frameworks which are designed with and aligned to the Florida Standards. All curriculum is adopted by the district. Teacher work to unwrap the Florida Standards for deeper understanding of what is being asked in the standards. Close examination of the rigor and text complexity is discussed. CLT meetings and grade level teams examine student work samples and evidence for learning. Supporting deep comprehension of the standards, item specifications and content limits for all K-5 teachers is a continued priority. Discussion around instructional language and strategies helps to support and establish a solid core and build a guaranteed and viable curriculum for all students . The four guiding questions of a PLC will be continually addressed for targeted student support and enrichment.
1. What do we want students to learn?
2. How will we know when they have learned it?
3. What will we do when they haven't learned it?
4. What will we do when they already know it?
Teachers are engaged in using the Fountas and Pinnell Continuum for Literacy Learning and the

Marzano Taxonomy to design aligned units of study for reading and writing. Explicit teaching points are carefully crafted with instructional strategies and delivered in a workshop model. With a Gradual Release of Responsibility, students are engaged in a whole group mini-lesson, guided practice (small group) and then independent practice and application.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

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

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 0

N/A

Strategy Rationale

N/A

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

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

N/A

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Local preschools are contacted in the spring to schedule tours for incoming Kindergarten students. Incoming Kindergarten students are assessed prior to or upon entering Kindergarten to ascertain individual and group academic and social/emotional needs.
Annual, end of year transition meetings are held with the Middle School to ensure students transition from elementary school into middle school by discussing with the 5th grade teaching team and guidance counselor from BCE and the middle school to ensure students are initially place in the classes reflective of their academic need.

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.   100% of parents will participate in at least one school activity or event at Bessey Creek Elementary.

G2.   The percentage of students scoring at proficiency level 3 or above in mathematics will increase for all students, including our AMO groups that did not make our goal and students in our bottom quartile, will achieve mastery level.

G3.   The percentage of students scoring at proficiency level 3 or above in reading will increase for all students, including our AMO groups that did not make our goal and student in our bottom quartile will achieve mastery level.

G4.   Increase the percentage of students scoring at proficiency (level 3) in science.

G5.   Increase the percentage of students achieving proficiency in writing.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. 100% of parents will participate in at least one school activity or event at Bessey Creek Elementary.
1a

🔑 G072786

Targets Supported 1b

Indicator	Annual Target
	100.0

Resources Available to Support the Goal 2

- PTA, Parent Volunteers, Community Volunteers

Targeted Barriers to Achieving the Goal 3

- Although BCE has a very active PTA and parent involvement is very high as indicated by the %
  Star School Award since 1997, we are committed to providing ample opportunities for all parents
  to be involved in their child(ren) educational opportunities and events.

G2. The percentage of students scoring at proficiency level 3 or above in mathematics will increase for all students, including our AMO groups that did not make our goal and students in our bottom quartile, will achieve mastery level. `1a`

Targets Supported `1b`

`G072787`

Indicator	Annual Target
FSA Mathematics - Achievement	
AMO Math - ED	
AMO Math - SWD	
Math Lowest 25% Gains	

Resources Available to Support the Goal `2`

- McGraw Hill "My Math" aligned to the MAFS for K-2 and HMH "GO Math" aligned to the MAFS for 3-5 are the adopted text resources used for core instruction. Curriculum Associates, I-Ready is also used for core instruction and diagnostic purposes and used for Tier 2 interventions. SRA Number Worlds, Touch Math and Cognition- Based Assessment is used for intervention and supplemental guided instruction at Tier 2 and Tier 3. This tool helps determine students' level of mastery and misconceptions of mathematical concepts. Brain Pop Jr. and Timez Attack may be purchased to enhance instruction and automaticity of basic facts. MAFS frameworks and pacing guides have been designed by a core district team representative of teachers and district leaders of mathematics. Teachers use the frameworks for pacing which include links to standards, Marzano design questions and instructional elements, Depth of knowledge, item specifications, CPALMS and MEA resources.

Targeted Barriers to Achieving the Goal `3`

- The pedagogical shifts demanded by the Florida Standards and traditional algorithm teaching strategies is a barrier. Making sense of or problems and perseverance in solving them, reasoning abstractly and quantitatively, constructing viable arguments with justifications for problem solving and modeling mathematics is necessary for students to progress from concrete understanding to abstract reasoning with math strands and standards. Content and pacing is rigorous. Teachers are becoming familiar with new diagnostic assessments and the implementation of common formative and summative assessments to guide them through the continual process of small group instruction and differentiated learning for each student.

Plan to Monitor Progress Toward G2. `8`

I-Ready and Student Assessment Data

Person Responsible
Robyn Monte

Schedule
Triannually, from 9/1/2015 to 6/3/2016

Evidence of Completion

G3. The percentage of students scoring at proficiency level 3 or above in reading will increase for all students, including our AMO groups that did not make our goal and student in our bottom quartile will achieve mastery level. `1a`

Targets Supported `1b`

🔍 G072788

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - SWD	
AMO Reading - ED	
ELA/Reading Lowest 25% Gains	78.0

Resources Available to Support the Goal `2`

- Education Foundation Adopt A Class Funds Education Foundation Fund A Project Funds SIP funds so purchase leveled libraries for grade levels; Kindergarten in particular, to target the entry/foundation grade level as well as new teachers to BCE. PTA funds to support Balanced Literacy and Professional Development HMH Journeys for Guided Reading and expand to other publishers Schoolwide Reading Units of Study Teachers College/Lucy Calkins Units of Study for Reading and Writing Professional Development from Enid Martinez and Emily Diliddo ($500 to make up the difference if the Education Foundation Grant is awarded to BCE) Wilson Reading for Specialized Tier 3 Instruction Fountas and Pinnell Phonics Lessons

Targeted Barriers to Achieving the Goal `3`

- The pedagogical shifts demanded by the Florida Standards has impacted how the teachers are teaching. Balancing informational test wit literary text, knowledge in the disciplines, the staircase of text complexity, text-based answers, writing from sources, academic vocabulary coupled with pacing is rigorous. Teachers are closely examining the systems of strategic reading actions of student thinking within, about and beyond the text and designing engaging and rigorous literacy lessons required of the standard while meeting the individual child at their instructional level. Teachers are becoming familiar with and administer new diagnostic assessments which include the analysis of reading records for miscues and the implementation of common formative and summative assessments to guide them through the continual process of small group instruction and differentiated learning for each student. The gradual release of responsibility, a critical structure of our Balanced Literacy Model of Literacy Instruction requires students to have immediate access of a wide varied of leveled texts. Ideally, each classroom should have an abundant variety of leveled readers representing a multitude of content topics and genres. This has been a slow but gradual process as a result of limited funding. Our school has many new teachers and in need of libraries. Long-term, systemic professional development continues to be an essential need. Teachers have taken great strides to use the Fountas and Pinnell Continuum of Leveled Literacy, a comprehensive guide/continuum which provides a guide to the texts used in instruction of Balanced Literacy Components, to closely examine the specific reading behaviors and understandings to teach and support across the school year. Teachers continue to become familiar with the Marzano instructional strategies and the monitoring of the desired effect of the strategies. Additionally, the Marzano Taxonomy is being used to examine the depth of knowledge and cognitive demand of the standard. Teachers are working to design literacy units of study and are engaged in a new structure of Collaborate Learning Teams to reflect on teaching and student learning.

Plan to Monitor Progress Toward G3. 8

> **Person Responsible**
> Robyn Monte
>
> **Schedule**
> Quarterly, from 9/16/2014 to 6/1/2015
>
> ***Evidence of Completion***
> Student Data

G4. Increase the percentage of students scoring at proficiency (level 3) in science. 1a

🔍 G072789

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	73.0

Resources Available to Support the Goal 2

- Fusion Science Series, MCSD Lab Investigations STEMScopes The Happy Scientist Science SIP Committee Science Lab teacher BrainPop Jr. & Safari Montage
- SAC & PTA funds

Targeted Barriers to Achieving the Goal 3

- Limited time to implement authentic science experiences within the school day.
- Paradigm shifts of instructional practices moving towards inquiry based learning and delving deep into concepts.
- Limited funds to purchase materials that support instructional shifts.

Plan to Monitor Progress Toward G4. 8

Teacher Feedback
Student Data

> **Person Responsible**
> Robyn Monte
>
> **Schedule**
> Annually, from 9/1/2015 to 6/3/2016
>
> ***Evidence of Completion***
> Student Data Lesson Plans

G5. Increase the percentage of students achieving proficiency in writing. 1a

🔍 G072790

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	86.0

Resources Available to Support the Goal 2

- Implement the Writing Fundamentals Units of Study for Writing and Grammar, Teacher's College, and Lucy Calkins Units of Study as well as custom designed unit of study by MCSD literacy coaches.

- Conduct model lessons demonstrated by the literacy coach and teacher leaders.

- Utilize the unwrapped ELA standards and frameworks provided by MCSD. Marzano Taxonomy and Instructional Framework of instructional strategies/elements.

- Purchase The Writing Pathways Continuum for each teacher.

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G5. 8

Grade Level Planning and CLT Notes
Units of Study drafted and revised as taught by teaching teams
SIP Literacy Committee Meeting

Person Responsible

Lauren Rabener

Schedule

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

Evidence of Completion

Student samples used for norming Student samples displayed around campus FSA Writing Scores

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

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

G2. The percentage of students scoring at proficiency level 3 or above in mathematics will increase for all students, including our AMO groups that did not make our goal and students in our bottom quartile, will achieve mastery level. `1`

🔑 G072787

G2.B1 The pedagogical shifts demanded by the Florida Standards and traditional algorithm teaching strategies is a barrier. Making sense of or problems and perseverance in solving them, reasoning abstractly and quantitatively, constructing viable arguments with justifications for problem solving and modeling mathematics is necessary for students to progress from concrete understanding to abstract reasoning with math strands and standards. Content and pacing is rigorous. Teachers are becoming familiar with new diagnostic assessments and the implementation of common formative and summative assessments to guide them through the continual process of small group instruction and differentiated learning for each student. `2`

🔑 B189891

G2.B1.S1 Analyze math teaching in CLTs to discuss teaching strategies and response to student learning. `4`

🔑 S201288

Strategy Rationale

Research supports, when teachers collaborate and discuss best practice, high-effect strategies, analyze student performance data and plan in response, student achievement increases.

Action Step 1 `5`

Weekly CLT Meetings

Person Responsible

Robyn Monte

Schedule

On 6/2/2016

Evidence of Completion

CLT notes

G2.B1.S2 Implement Cognitive-Based Assessments and instruction for Tier 2 and Tier 3 students. 4

S201289

Strategy Rationale

Misconceptions of foundation concepts such as number sense and place value prohibit students from advancing successfully through a spiraling curriculum of higher mathematical concepts and applications.

Action Step 1 5

CLT Weekly Meetings

Person Responsible

Robyn Monte

Schedule

Weekly, from 9/3/2015 to 6/2/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Lesson Plans and Collaborative Planning with STEM teacher and Gen Ed Teachers.

Person Responsible

Robyn Monte

Schedule

Quarterly, from 10/1/2015 to 6/2/2016

Evidence of Completion

Lesson plans, formative and summative assessments and student achievement results (FCAT) for Grade 5

G3. The percentage of students scoring at proficiency level 3 or above in reading will increase for all students, including our AMO groups that did not make our goal and student in our bottom quartile will achieve mastery level. 1

G072788

G3.B1 The pedagogical shifts demanded by the Florida Standards has impacted how the teachers are teaching. Balancing informational test wit literary text, knowledge in the disciplines, the staircase of text complexity, text-based answers, writing from sources, academic vocabulary coupled with pacing is rigorous. Teachers are closely examining the systems of strategic reading actions of student thinking within, about and beyond the text and designing engaging and rigorous literacy lessons required of the standard while meeting the individual child at their instructional level. Teachers are becoming familiar with and administer new diagnostic assessments which include the analysis of reading records for miscues and the implementation of common formative and summative assessments to guide them through the continual process of small group instruction and differentiated learning for each student. The gradual release of responsibility, a critical structure of our Balanced Literacy Model of Literacy Instruction requires students to have immediate access of a wide varied of leveled texts. Ideally, each classroom should have an abundant variety of leveled readers representing a multitude of content topics and genres. This has been a slow but gradual process as a result of limited funding. Our school has many new teachers and in need of libraries. Long-term, systemic professional development continues to be an essential need. Teachers have taken great strides to use the Fountas and Pinnell Continuum of Leveled Literacy, a comprehensive guide/ continuum which provides a guide to the texts used in instruction of Balanced Literacy Components, to closely examine the specific reading behaviors and understandings to teach and support across the school year. Teachers continue to become familiar with the Marzano instructional strategies and the monitoring of the desired effect of the strategies. Additionally, the Marzano Taxonomy is being used to examine the depth of knowledge and cognitive demand of the standard. Teachers are working to design literacy units of study and are engaged in a new structure of Collaborate Learning Teams to reflect on teaching and student learning. 2

B189892

G3.B1.S2 Provide classrooms with abundant classroom libraries of leveled texts representative of learners' needs, that have a variety of genres and topics for students to read independently to increase stamina, fluency and comprehension. 4

S201292

Strategy Rationale

Student achievement increases when students have immediate access to text representative of their just right reading level and are engaged in consistent independent reading daily.

Action Step 1 5

Purchase leveled readers for classrooms, targeting Kindergarten and new teachers to BCE.

Person Responsible

Lauren Rabener

Schedule

On 6/3/2016

Evidence of Completion

Independent reading block for each grade level (K-5) provided daily in master schedule. Conference notes Book baskets in each classroom library

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

G4. Increase the percentage of students scoring at proficiency (level 3) in science. [1]

G072789

G4.B1 Limited time to implement authentic science experiences within the school day. [2]

B189893

G4.B1.S1 Adjust the Science Related Arts Schedule to provide additional STEM Labs for grades 3-4-5. [4]

S201295

Strategy Rationale

Students will have more time to be enriched in math and science concepts through longer exposure to labs and experiments through differentiated groups.

Action Step 1 [5]

Plan with STEM Lab Teacher and Gen Ed teachers in Grades 3-4-5

Person Responsible

Robyn Monte

Schedule

Quarterly, from 9/3/2015 to 6/2/2016

Evidence of Completion

Lesson Plans and FCAT Results Grade 5

Action Step 2 [5]

Plan with STEM Lab Teacher and Gen Ed teachers in Grades 3-4-5

Person Responsible

Robyn Monte

Schedule

Quarterly, from 9/3/2015 to 6/2/2016

Evidence of Completion

Lesson Plans and FCAT Results Grade 5

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

CLT Weekly Teams and Data Collection

Person Responsible

Robyn Monte

Schedule

Weekly, from 9/3/2015 to 6/2/2016

Evidence of Completion

Lesson Plans and Student Achievement Data

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

Person Responsible

Schedule

Evidence of Completion

G5. Increase the percentage of students achieving proficiency in writing. 1

G072790

G5.B1 Familiarity for all K-5 teachers with content of the new units and new ELA standards 2

B189896

G5.B1.S1 Establish Collaborative Learning Teams to discuss mini-lessons, instructional strategies, craft lessons, writing workshop fidelity, student work samples and norming for consistent scoring. 4

S201299

Strategy Rationale

Concrete and consistent understanding of the workshop, student writing development and a guaranteed and viable curriculum increases student achievement and access for all students.

Action Step 1 5

Purchase additional units of study for K-5 writing so teachers do not have to share.

Person Responsible

Robyn Monte

Schedule

On 6/2/2016

Evidence of Completion

Student Data Teacher Feedback Lesson Plans Changes in instructional practice

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

Lesson Plans
Classroom Observations

Person Responsible

Robyn Monte

Schedule

Quarterly, from 9/3/2015 to 6/2/2016

Evidence of Completion

Student Data Lesson Plans

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

Students will become stronger writers.

Person Responsible

Robyn Monte

Schedule

Annually, from 9/3/2015 to 6/2/2016

Evidence of Completion

Classroom Observations Student Data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Weekly CLT Meetings	Monte, Robyn	9/3/2015	CLT notes	6/2/2016 one-time
G2.B1.S2.A1	CLT Weekly Meetings	Monte, Robyn	9/3/2015		6/2/2016 weekly
G3.B1.S2.A1	Purchase leveled readers for classrooms, targeting Kindergarten and new teachers to BCE.	Rabener, Lauren	9/1/2015	Independent reading block for each grade level (K-5) provided daily in master schedule. Conference notes Book baskets in each classroom library	6/3/2016 one-time
G4.B1.S1.A1	Plan with STEM Lab Teacher and Gen Ed teachers in Grades 3-4-5	Monte, Robyn	9/3/2015	Lesson Plans and FCAT Results Grade 5	6/2/2016 quarterly
G5.B1.S1.A1	Purchase additional units of study for K-5 writing so teachers do not have to share.	Monte, Robyn	9/3/2015	Student Data Teacher Feedback Lesson Plans Changes in instructional practice	6/2/2016 one-time
G4.B1.S1.A2	Plan with STEM Lab Teacher and Gen Ed teachers in Grades 3-4-5	Monte, Robyn	9/3/2015	Lesson Plans and FCAT Results Grade 5	6/2/2016 quarterly
G2.MA1	I-Ready and Student Assessment Data	Monte, Robyn	9/1/2015		6/3/2016 triannually
G2.B1.S3.MA1	Lesson Plans and Collaborative Planning with STEM teacher and Gen Ed Teachers.	Monte, Robyn	10/1/2015	Lesson plans, formative and summative assessments and student achievement results (FCAT) for Grade 5	6/2/2016 quarterly
G3.MA1	[no content entered]	Monte, Robyn	9/16/2014	Student Data	6/1/2015 quarterly
G3.B1.S2.MA1	[no content entered]			one-time	
G3.B1.S2.MA1	[no content entered]			one-time	
G4.MA1	Teacher Feedback Student Data	Monte, Robyn	9/1/2015	Student Data Lesson Plans	6/3/2016 annually
G4.B1.S1.MA1	[no content entered]			one-time	
G4.B1.S1.MA1	CLT Weekly Teams and Data Collection	Monte, Robyn	9/3/2015	Lesson Plans and Student Achievement Data	6/2/2016 weekly
G5.MA1	Grade Level Planning and CLT Notes Units of Study drafted and revised as taught by teaching teams SIP Literacy Committee Meeting	Rabener, Lauren	9/1/2015	Student samples used for norming Student samples displayed around campus FSA Writing Scores	6/3/2016 quarterly
G5.B1.S1.MA1	Students will become stronger writers.	Monte, Robyn	9/3/2015	Classroom Observations Student Data	6/2/2016 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S1.MA1	Lesson Plans Classroom Observations	Monte, Robyn	9/3/2015	Student Data Lesson Plans	6/2/2016 quarterly

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.

Technical Assistance Items

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

Budget

Budget Data

1	G2.B1.S1.A1	Weekly CLT Meetings				$0.00
2	G2.B1.S2.A1	CLT Weekly Meetings				$0.00
3	G3.B1.S2.A1	**Purchase leveled readers for classrooms, targeting Kindergarten and new teachers to BCE.**				$2,375.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0331 - Bessey Creek Elementary School	School Improvement Funds		$2,375.00
			Notes: Pending award of a grant, $500. of the $2,375. will be held to fund the literacy PD. If the grant is not awarded, the $500. will be used to purchase leveled readers for classrooms.			
4	G4.B1.S1.A1	Plan with STEM Lab Teacher and Gen Ed teachers in Grades 3-4-5				$0.00
5	G4.B1.S1.A2	Plan with STEM Lab Teacher and Gen Ed teachers in Grades 3-4-5				$0.00
6	G5.B1.S1.A1	**Purchase additional units of study for K-5 writing so teachers do not have to share.**				$0.00
					Total:	$2,375.00