

Orange County Public Schools

Bonneville Elementary



2015-16 School Improvement Plan

Bonneville Elementary

14700 SUSSEX DR, Orlando, FL 32826

www.ocps.net/lc/east/ebo

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	100%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	70%

School Grades History

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

**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 Orange County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	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

Mission: To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

Vision: To be the top producer of successful students in the nation

School Environment

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

Bonneville Elementary School is a small, comprehensive elementary school serving general education students in voluntary pre-kindergarten through fifth grade and a cluster school for students with Autism Spectrum Disorder from pre-kindergarten to fifth grade. Located in east Orange County, the school has a rich history in the community with more than fifty years as an educational presence. Nestled among modest, single-family homes, Bonneville Elementary School currently serves 543 students with 50% Hispanic and 50% non-Hispanic. Student demographics include 86% White, 8% Black and 2% Asian. With a mobility rate of less than 15%, a majority of students matriculate from the school.

The faculty, comprised of 52 teachers, has various levels of experience and education. Several teachers are vested in the school and community and have taught at Bonneville for more than five years; at least two teachers hold doctoral degrees in education while others are pursuing advanced post-secondary degrees. Almost ten percent of the faculty opt to enroll their children at Bonneville. There is a palpable feeling of collaboration among teachers and staff members and a connection to our students and the community.

The process by which we learn about students' cultures and begin to build relationships starts with student registration. Key personnel, the school clerk and registrar, do much to establish relationships with parents and students when families first register for school. They are knowledgeable, courteous and professional. They are aware of school resources and able to direct parents to appropriate personnel. Because of our relatively small size and our low student mobility rate, the school clerk and registrar interact with parents on a regular basis and over a number of years, have developed strong bonds and high levels of trust with families.

With a very talented and competent leadership team, our students and families also benefit from a variety of both physical and human resources. The school leadership team consists of the school principal, the assistant principal, the staffing specialist, the behavior specialist, the curriculum resource teacher, the reading coach, the math coach, the Multi-Tiered System of Support coach, and the full-time guidance counselor. These persons are responsive to parents and quickly meet students' needs. Individually and collectively, they form strong relationships with parents and students.

Questions about exceptional education services, community and school resources, academic or behavioral progress and additional academic support are addressed immediately.

As a Title 1 school, with approximately 80% of our families qualifying for free and/or reduced lunch, our teachers are familiar with and committed to establishing and sustaining parent-teacher relationships. Meet the Teacher, Open House and Parent Conference events are scheduled to provide an opportunity for teachers and parents to discuss student progress. Quarterly Family Nights, in addition to music and art events, are designed to actively engage parents and students. Academic

awards ceremonies, held at the end of each nine week marking period, also serve to recognize student achievement and to provide for timely information to be shared with parents. Parent involvement and participation is encouraged through school committees including the School Advisory Council, the Multilingual Parent Leadership Council and the Parent Teacher Association. Through these committees, teachers and parents have the opportunity to work together to meet students' needs and school goals.

As a school, we are extremely fortunate to partner with several local churches. These faith-based groups have conducted an annual Back to School Bash and offered free haircuts, backpacks and school supplies to families. We are the grateful recipients of several holiday food donations and over fifty of our families have been provided with holiday meals and gifts for children. With more than fifty years in East Orange County, Bonneville Elementary School is an integral part of the East Orlando community and responsive to students and parents.

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

Bonneville Elementary School offers an Extended Day program for supervision of students from 7:00 a.m. to 8:00 a.m. each morning and from 3:00 p.m. to 6:00 p.m. each afternoon. The Extended Day Coordinator is a parent of a former Bonneville student and she and her staff support student learning during the hours of Extended Day care. The Extended Day program focuses on meeting the social, emotional and physical needs of students in a safe and structured environment.

In addition, extended Media Center hours are provided each morning from 7:15 a.m. until 8:30 a.m. for student access to the media center, its books and computers, and to encourage participation in the Accelerated Reader program or to the computer-based reading (iReady and Lexia) and math (iReady) programs.

Extra-curricular clubs for students, including two chorus groups, two art clubs, mixed media and sculpture, the Media Hounds for morning announcements, running club, and the Sunshine State Readers Club (grades 3--5) are offered each week. Students are actively involved in the various clubs and their contributions are showcased on a regular basis.

On a more global basis, the students also participate in academic competitions including the Accelerated Reader program, the Science Fair, and the Modern Woodmen oration contest. Field trips are conducted for each grade level each semester to further enrich student experiences and to enhance student 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

As a school, we have adopted the CHAMPs model for school-wide behaviors. The acronym is a system whereby students are instructed in the acceptable conversation level, the ways to ask for help, the activity, the expected movement that is allowed during the activity and their participation. The CHAMPs model is reviewed with teachers during pre-planning and CHAMPS posters and directions are provided so teachers can post and review expectations with students. The CHAMPS system is posted and practiced in our cafeteria during lunches, in our hallways during transitions, and in our classrooms during instructional activities. Students are familiar with and respond to specific cues to get their attention and are able to monitor and adjust their behaviors accordingly. In addition, teachers draft classroom management plans that clearly define their expectations for student behaviors, their classroom rules and routines, and procedural guidelines for student absences and student homework.

The Orange County Code of Student Conduct determines the protocol for disciplinary incidents. The behavior specialist and the assistant principal are responsible for student discipline. As a team, they have been trained by district staff members in interpreting, reporting and responding to discipline incidents. The Code of Student Conduct is reviewed with students each quarter.

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

The school guidance counselor, working in conjunction with the school psychologist and school social worker, is integral in meeting the social-emotional needs of students. The student referral process allows for teachers, students or parents to request counseling services. Small group counseling, based on student needs, is provided and may range from anger management to appropriate behavioral responses. As a certified guidance counselor, Ms. Rainwater is knowledgeable about school and community resources. She also serves as the liaison for our school volunteers (ADDitions), the Big Brother/Big Sister mentoring program, Foster Grandparents, the Kiwanis classroom readers and the Read to Succeed volunteers. The counselor works in conjunction with teachers, parents and the school leadership team to ensure that students' needs are met in a proactive and responsive manner.

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

To address poor attendance rates, the school counselor and registrar monitor daily student attendance based on teacher feedback. Students' behaviors are monitored weekly through student discipline referrals and teacher requests for classroom support. Academic (and behavioral) progress is monitored on a bi-weekly basis with the multi-tiered system of support. Teachers, behavior specialist, staffing specialist, guidance counselor, reading and math coaches as well as the MTSS coach, monitor student progress. Support for students scoring below grade level proficiency includes: an after-school tutoring program, before school computer access to academic programs, intensive small group interventions and an additional thirty minutes of daily math instruction is part of the schedule for every grade level.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	18	13	12	11	12	18	84
One or more suspensions	0	0	0	2	2	5	9
Course failure in ELA or Math	20	31	31	28	33	42	185
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	7	7	6	7	5	11	43

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

To address poor attendance rates, the school counselor and registrar monitor student attendance based on teacher feedback. Parents are provided with a copy of the district attendance policy and regular and punctual attendance is emphasized. Notification for excessive absences, by number and frequency, is sent to parents throughout the school year. Meetings with the guidance counselor are scheduled to address problems that may inhibit regular school attendance. Access to community resources may be provided to parents in an effort to meet their needs. The counselor and registrar also work closely with the school's social worker. Home visits may be scheduled and additional district resources may be provided.

School suspensions usually occur as a result of student behaviors. A school-wide behavior program, CHAMPs, is in place to teach and encourage appropriate student behaviors. The district's Code of Student Conduct is reviewed each quarter with students and student behavioral issues are addressed through bi-weekly meetings as part of the multi-tiered system of support. The behavior specialist and program assistant monitor and assist with behavior plans and efforts to improve student behaviors. The school counselor is often involved in student behaviors and will meet individually or with small groups to provide social skills instruction or anger management lessons to help students interact in more appropriate or positive ways.

For academics, daily intervention periods are scheduled for each grade level to allow for additional instruction for under-performing students. Bi-weekly meetings to monitor and address academic performance are part of the multi-tiered system of support. Student learning and progress is monitored and instruction and interventions are altered to ensure learning.

An after-school tutoring program is provided for under-performing students in grades three through five, for students identified through reading placement tests using the iReady reading diagnostics. Students meet with teachers in small groups for two days a week for five hours per week. Tutoring groups are established as early as September and run through April in order to bridge learning gaps. Student learning is monitored and groups may be adjusted to meet specific learning needs.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/200840>.

Description

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

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

Bonneville Elementary School continues to increase and sustain various partnerships within the local community. The school currently has agreements with twelve designated Partners in Education. The goal is to increase the number of community partners by 30% for the 2015-2016 school year. Olive Garden, Congo River Golf, Kona Ice, and Flippers have provided academic incentives along with teacher and staff luncheons in an effort to support the school and student achievement.

Faith-based volunteers have generously donated their time and resources to meet the needs of children

and families. Our clothing closet is staffed each month by church volunteers who collect, organize and distribute clothing, shoes and toys to children. There is a strong commitment from local churches to support our requests for items, volunteers and mentors.

Through an ongoing partnership with Second Harvest Food Bank, students and families are provided assistance with meals for weekends. Weekend meals are distributed to children at least twice a month to meet nutritional needs when students are not in school.

In addition, Bonneville Elementary School actively recruits community volunteers to assist in classrooms. We partner with Big Brothers/Big Sisters, Foster Grandparents, Kiwanis and the Foundation for Orange County Public schools for classroom volunteers. These volunteers donate their time to mentor students, to assist teachers, and to read to primary grade students--all of which supports student learning and 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
Sheehan, Kimrey	Principal
Blankenship, Kimberly	Other
Murray, Maria	Instructional Coach
Nichols, Karen	Other
Gonzalez, Dennis	Assistant Principal
Brancato, Danielle	Instructional Coach
Brugnoni, Clara	Instructional Coach
Rickert, Renee	Instructional Coach
Rainwater, Kellye	Guidance Counselor

Duties

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

The Principal provides a common vision for instruction and learning and uses data as a basis for decision-making, ensures the school-based team is implementing research-based instructional strategies, monitors student learning, and assigns school resources to meet students' needs.

The Assistant Principal supports the common vision for instruction and learning and monitors and tracks student data, ensures the school-based team is implementing research-based instructional strategies, monitors student learning and recommends school resources to meet students' needs.

The Behavior Specialist facilitates and evaluates the school-wide behavior program (CHAMPS), provides professional development and support to school staff, participates in the collection and analysis of data, develops and supports Tier 2 and Tier 3 behavioral interventions, and monitors student progress.

The Reading Coach develops, models, and evaluates school-wide reading instruction and practices, identifies and implements research-based curriculum and interventions, and provides support for all grade levels.

The Curriculum Resource Teacher develops, supports, and assists new teachers with curricula and resources, conducts the bi-weekly multi-tiered system of support meetings to monitor student progress, provides biweekly professional development, implements and supervises the after-school

tutoring program and conducts all district and state testing.

The Staffing Specialist is responsible for compliance for all exceptional education students and those with 504 plans, conducts bi-weekly multi-tiered system of support meetings to monitor student progress, and collaborates with both general education and exceptional education teachers to ensure the least restrictive learning environment for all students.

The Math Coach develops, models, and evaluates school-wide mathematics instruction and practices, identifies and implements research-based curriculum and interventions, and provides support for all grade levels.

The Guidance Counselor supports the social and emotional needs of students and provides individual, small group and whole class instruction based on student data and teacher recommendations.

The Leadership team actively monitors and supports student learning. The team meets weekly to discuss instructional strengths and areas of support, to plan for professional development, to assess academic and behavioral needs of students and to review data collection, progress monitoring, and data analysis. The Principal and Assistant Principal conduct all teacher observations, both formal and informal, in order to monitor instructional strategies and student achievement. The Reading Coach, Math Coach, Curriculum Resource Teacher and the Staffing Specialist are trained in the Marzano evaluation process and conduct non-evaluative observations for coaching feedback purposes only.

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 Principal and Leadership Team members meet in early spring with the release of next year's projected student enrollment and school budget to plan for the personnel needs for the coming school year. Teacher input and school needs are aligned and a tentative teaching schedule is drafted. The hiring process takes into consideration student needs (i.e. bilingual teachers, teachers with gifted certification or exceptional education certification, etc.). Personnel decisions are based on matches between school needs and certificated teaching candidates. With the addition of an Assistant Principal this July, the Principal and Assistant Principal reviewed instructional needs, revised the interview questions for teachers, and conducted joint interviews to staff the school for both instructional and classified positions.

The Principal, Assistant Principal, and members of the Leadership Team utilize district offerings and recommendations to identify and purchase instructional resources. Team members investigate and research the various offerings to identify resources that can be purchased by the school to meet student needs. District resources, including core curricula and writing programs, are made available to teachers with district-provided training. Additional training is provided by the instructional coaches. These trainings are conducted in response to teachers' needs and support classroom instruction and student learning.

Curricular resources, for differentiated instruction, are likewise researched to determine best fit for student needs. Every attempt is made to address student needs whether for English language learners, exceptional education students or gifted learners.

The methodology for coordinating and supplementing federal, state and local funds, services, and programs is fairly prescribed by the district. Spending allocations for various monies meet the criteria established by the district.

Federal IDEA monies are allocated to the school by the district and determined by student needs. IDEA funds are used to purchase the positions of Behavior Specialist and Program Assistant to meet the needs of exceptional education students. The Principal is responsible for allocating IDEA funds. As a Title I school, the school is allocated additional monies to meet the needs of students. These funds are encumbered in the school budget and purchase additional instructional positions including those of Parent Involvement, Math Coach and Reading Coach. Additional Title I monies are used to

pay for after-school tutoring as provided by Bonneville teachers. The Guidance Counselor, in conjunction with the district's Title I Coordinator, is trained and responsible for meeting and complying with all Title I expectations.

Title II funds are no longer available for individual school use. Instead, the district is allocating human and physical resources to schools to enhance teacher knowledge and professional practice. The Curriculum Resource Teacher is the liaison for human and physical resources provided by the district through Title II.

Title III funds, allocated by the district, provide for educational services and curricular resources, to aid in the instruction of English language learners. The Multi-Tiered System of Support Coach is responsible for ELL compliance and the use of Title III funds.

Supplemental Academic Instruction (SAI) funds are used to pay teachers as tutors in the after-school tutoring program. After-school tutoring will be provided from September through April twice a week. Tutoring will be offered for selected third, fourth, and fifth grade students. Supplemental Academic Instruction funds may also be used to purchase additional research-based resources to increase student achievement. The Principal is responsible for disbursing SAI funds.

An electronic inventory of all purchased resources is maintained by the Media Specialist/Textbook Manager, allowing for easy access and accountability.

Given limited resources and funding, allocation decisions are based upon prioritized student needs, often considering the greatest number of children to be impacted and a cost-benefit analysis.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kimrey Sheehan	Principal
Karen Nichols	Teacher
Lisa Farmer	Teacher
Heba Itani	Teacher
Amy Andrade	Teacher
Norman Briceno	Parent
Vicki Catucci	Parent
Nyahiri Dozier	Parent
Jessica Febus	Parent
LeeAnn Gemeinhart	Parent
Jennifer Langston	Parent
Gladis Nunez	Parent
Esther Restrepo	Business/Community
Diane Reyes	Parent
Angela Roman	Parent
Evelisse Valentin	Parent

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council of Bonneville Elementary School conducts evaluations of the School Improvement Plan throughout the year. In October of 2014, the School Advisory Council of Bonneville Elementary School reviewed the computer-based programs for reading and math instruction purchased for classroom and home use. In February of 2015, the School Advisory Council completed the mid-year review and discussed the four main School Improvement Plan goals, reviewed the activities that were implemented, and discussed the outcomes. At the March 2015 meeting, School Advisory Council members viewed a presentation by staff members to highlight additional ways that the School Improvement Plan was implemented to support student learning in reading, math, and science and the use of district-supported curriculum and materials.

Development of this school improvement plan

The School Advisory Council reviews the School Improvement Plan during regularly scheduled meetings. The plan addresses student learning and achievement as measured by the Florida Standards Assessments in English Language Arts (reading and writing) and mathematics. In preparation for the development of this year's School Improvement Plan, the 2014-2015 School Advisory Council members began the process of collecting information to analyze and develop the 2015-2016 plan. At the March meeting, in 2015, the results of the Parental Involvement Survey were disseminated to School Advisory Council members who discussed the outcomes as a prelude to developing both the School Improvement Plan and the Title I Parental Involvement Plan. Members also reviewed the current demographic changes in Bonneville's students. Continuing with data analysis, at the May 2014 School Advisory Council meeting, committee members identified actions they felt were critical and necessary to be included in the 2015-2016 School Improvement Plan and the Parent Involvement Plan.

Preparation of the school's annual budget and plan

The School Advisory Council assisted in preparation of the school's budget by participating in discussions regarding the budgeting process and parameters that must be met when making allocations. The principal explained the district's budgeting process and shared funding for schools. The SAC provided suggestions and input regarding the configuration of instructional personnel and needs of the school.

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

School Improvement funds have not been allocated for the current school year.

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

Not applicable

Literacy Leadership Team (LLT)

Membership:

Name	Title
Sheehan, Kimrey	Principal
Murray, Maria	Instructional Coach
Brugnoni, Clara	Instructional Coach
DelliBovi, Diane	Teacher, K-12
Kendall, Debra	Instructional Media
Wright, Carol	Teacher, ESE
Brancato, Danielle	Instructional Coach
Gonzalez, Dennis	Assistant Principal
Rainwater, Kellye	Guidance Counselor
Nichols, Karen	SAC Member
Rickert, Renee	Instructional Coach
Byers, Marcy	Teacher, PreK
Quinones Santiago, Lourdes	Teacher, K-12
Zeiler, Renee	Teacher, K-12
Knuelle, Joy	Teacher, K-12
Stephens, Gracejoy	Teacher, K-12
Itani, Heba	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

During the 2015-2016 school year, the Literacy Leadership Team will:

1. promote reading through the Accelerated Reader program and celebrate student success with quarterly AR parties with a cumulative AR celebration at the end of the year;
2. plan and facilitate four school-wide Family Nights for reading and literacy, math, science and STEM, and college and career readiness, involving all grade levels;
3. embed reading with guest speakers/readers during Teach-In;
4. review data collected from the core reading program (iReady) as related to the Florida Standards and review data from Lexia for Tier 2 and Voyager for Tier 3; and
5. monitor instructional strategies to increase student achievement.

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

Collaborative norms were given and reviewed during pre-planning to ensure cooperative and cohesive teams. Common planning time is provided each day for teachers to plan collaboratively for instruction. Grade level teams are required to meet each Monday. Then the grade level teams meet collectively with the Principal, Assistant Principal, Reading Coach and Math Coach during Professional Learning Community meetings each Thursday to ensure that standards are addressed, student evidence is established, and engaging learning activities are planned.

The additional planning times allow for extended teacher planning to meet the rigor of Florida Standards Assessments. The Reading and Math Coaches, by providing direction, clarification, and resources, will encourage positive and collaborative working relationships. Non-evaluative classroom observations,

conducted by the Curriculum Resource Teacher, Reading Coach, Math Coach and the Staffing Specialist, will be conducted every three weeks or as needed, for coaching and feedback purposes. The Principal and Assistant Principal will conduct all formal and informal observations, as a means of reinforcing the lesson planning efforts of the previous week and to ensure the use of research-based strategies to meet the rigor of the standards.

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

Extensive care is given to the recruitment, development and retention of highly qualified, certified-in-field, effective teachers. A careful analysis of school needs and instructional qualifications is developed to maximize teacher potential. Teacher candidate resumes and qualifications are reviewed before interviews are scheduled. An extensive history of the school, our students and families, our school goals and needs are shared during the interview process. Interview questions are designed to elicit teaching strengths, classroom management plans and effective instruction. Reference checks for each teacher candidate form the basis, with interview responses, before any offer of employment is made.

The professional development of teachers is an ongoing cycle to improve instructional practices and to promote student learning. Professional development is often needs-based and, in some cases, determined by the district. With the new teacher evaluation system, professional development has focused on understanding and implementing effective teaching strategies. New teachers to the profession and teachers new to the school are paired with mentors and/or buddies to provide additional support. Teachers new to the profession are also part of an induction program designed to increase their professional competencies and knowledge.

Soliciting teacher input and allowing for teacher choice and preference in grade level assignments or teams helps to retain highly qualified teachers. By providing opportunities to share their areas of expertise and by showcasing and highlighting their talents, teachers can extend their influence to peers.

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

Mentor teachers are selected based on student achievement, a willingness to collaborate, and recognized teacher-leader traits exhibited in the classroom and throughout the school. Mentors meet with their mentees on a weekly basis to discuss issues and concerns. Pairings are made to match temperaments, philosophies, and compatibility.

New teachers participate in monthly meetings to support them throughout the school year. Information is timely and planned to meet their immediate needs. All new teachers are required to complete their first year portfolio of Professional Educational Competencies.

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

All core instructional materials are selected by the district. By deconstructing the standards, the core instructional program is examined to determine gaps and overlaps between standards and instructional materials. Supplemental resources and materials are aligned with the scope and sequence (schedule) and measurement topic plans (grouped standards for instruction) as determined by the district. Teachers are expected to become familiar with the standards to insure instruction is matched in both complexity and rigor.

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

Teachers will utilize student data to make instructional decisions and to differentiate instruction. Class rosters provide student demographic information and prior year data is available to assist teachers in grouping students. Placement tests will provide additional data so teachers can better group students for small group instruction, scaffolded instruction and interventions.

Regular formative and summative assessments will be used to determine the effectiveness of instruction and student mastery of the standards.

Modifications to instruction, whether for those students having difficulties or for those who are proficient, are fluid and based on student data. For those students having difficulties, daily intervention times allow for more directed, teacher-led instruction. For those students showing proficiency, daily enrichment times allow for deeper and more extensive application of concepts. For those students who persist with difficulties, the multi-tiered system of support process takes effect. Teachers meet bi-weekly to discuss student data and to determine appropriate interventions. Student learning and growth are monitored and instruction and interventions will be modified based on continuous, rather than discrete, data. Tier 2 instruction will utilize Lexia for reading; tier 3 instruction will utilize Voyager.

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: Before School Program

Minutes added to school year: 7,875

Extended Media Center Hours

Strategy Rationale

As a Title I school, Bonneville Elementary provides for extended Media Center access so children have access to books and computers. Additional media center time allows for greater participation in the Accelerated Reader program and increased use of computer software to assist in reading and math.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Kendall, Debra, debra.kendall@ocps.net

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

Data will be collected with student check-outs of books and access to the Accelerated Reader, Lexia (reading) and iReady (reading and math) programs.

Strategy: Before School Program

Minutes added to school year: 4,860

Pre-Exposure to Reading and/or Mathematics Concepts

Strategy Rationale

As part of an initiative with the Minority Achievement Office, tutoring will be provided for third grade reading and fifth grade math instruction. The tutoring will allow for pre-exposure of reading and math concepts for selected students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gonzalez, Dennis, dennis.gonzalez@ocps.net

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

Three assessments, as determined by the Minority Achievement Office, will be used to determine if student learning is enhanced by early exposure.

Strategy: Extended School Day

Minutes added to school year: 2,400

After-school tutoring will be provided once a week for two hours per week to meet the specific language acquisition and learning needs for English language learners. The once a week tutoring may be aimed at a primary grades group and/or an intermediate grades group, depending on student needs.

Strategy Rationale

Additional time will be allocated to help students master both language and content.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Rickert, Renee, s.rickert@ocps.net

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

Formative and summative tests and data from Lexia (reading) and iReady (reading) will be monitored to determine student learning.

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

For incoming students, transition plans are created and communicated with parents of preschool children transitioning from early childhood to elementary. Voluntary pre-kindergarten, pre-kindergarten VE and pre-kindergarten ASD students visit kindergarten classes and parents meet with kindergarten teachers to review kindergarten expectations. Voluntary pre-kindergarten and pre-kindergarten VE along with ASD parents are routinely welcomed and invited to participate in all Bonneville activities. Voluntary pre-kindergarten and pre-kindergarten VE as well as ASD parents are invited to informational meetings about kindergarten and our ASD primary unit in March prior to the start of kindergarten. At the meeting, parents may register children, learn about the curriculum, participate in a parent orientation, meet teachers, and tour classrooms.

Current voluntary pre-kindergarten, pre-kindergarten VE and ASD students visit kindergarten classrooms in May. Students stay for part of the reading lesson. They can ask questions of the teacher and other students. This practice helps to reduce the anxiety of students starting kindergarten. All parents are invited to attend the Meet Your Teacher event the week prior to school. In addition, parents are invited to attend the annual Open House event and encouraged to become members of the Parent Teacher Association or ADDitions and participate in the School Advisory Council or the Multilingual Parent Leadership Council.

For outgoing fifth grade students, the school counselor works with the counseling staff from the feeder middle school to prepare students for the transition from elementary to secondary. Scheduled visits from secondary counselors in the elementary classrooms allow for small group interactions and course explanations. The school counselor coordinates and supervises the fifth grade tour to the middle school. The counselor is also instrumental in acting as a liaison for students and parents as they transition from elementary to secondary.

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

Bonneville Elementary strives to create a college and career culture and to develop college and career aspirations for all students. The School Counselor helps to facilitate the college and career exploration process with kindergarten to fifth grade students through a variety of programs and strategies. The School Counselor employs standards from the American School Counselor Association and the National Office for School Counselor Advocacy to increase college and career competency in our students.

All students participate in our district wide Teach-In event which is an opportunity for community members to showcase their careers to students. During this event, students attend mini breakout sessions where they are presented with a variety of careers such as; Firefighter, Project Manager for Healthcare Company, Deputy Sheriff, Ballet Instructor, Crime Scene Investigator, Karate Instructor, Nurse, University of Central Florida Spirit Team, Architect, Robotics Club Instructor, Veterinarian, Meteorologist, and Florida Fire Forest Service Team. Presenters provide information to students about their careers, the type of education required for their careers and why they chose their particular career path. Students have the opportunity to ask questions to deepen their knowledge and also participate in a reflection activity where they reflect on their new knowledge by writing about their future career interests and what goals they need to achieve to obtain this career.

During the month of May our entire school will participate in College and Career Week where students will have the opportunity to develop college and career goals. Each class will be assigned a college or technical school to research. This research project will allow students to deepen their knowledge about the programs the school offers, admissions procedures, and to begin thinking about goals they need to set for success. Other activities that will take place during the College and Career week will be a college entrance application search, preparing for college/financial aid activity, scholarship search, career reflection logs, career interest inventories, computer college tours, and a role model activity where faculty and staff will bring in photographs from their college graduation to

share with students.

Additionally, the School Counselor disaggregates school data to identify any barriers impeding academic success. When disaggregating school data for the 2015-2016 school year, the School Counselor identified forty-three students who were identified as at-risk. At-risk is defined as students having one of more of the following factors; one or more suspensions, attendance below 90%, and/or course failure in ELA or Math. The School Counselor will draft a plan for each of these students. All strategies implemented in the plan address personal/social, academic and career and college readiness standards. The strategies that were employed are that every student receives classroom lessons from a curriculum that teaches goal setting, progress monitoring, social problem solving, empathy, listening/attending, positive self-talk, managing test anxiety, study skills and test preparation. These identified students will also receive this information in a small group setting. Other strategies will be that students will receive an adult mentor through our partnership with Big Brothers/ Big Sisters and students who are in need of more intensive mental health services will receive support through our district mental health program, SEDNET.

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

During the 2015-2016 school year, all OCPS students will have the opportunity to access free coding instruction using self-guided tutorials provided by a partnership between the district and CodeStart. Access to the program has been integrated on LaunchPad. Students will learn the basics of programming through animations, videos and practice sessions.

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

For fifth grade students, the guidance counselor provides classroom instruction geared to course selections and career options. The lessons coincide with course selections for middle school and focus on various post-secondary choices, the incomes associated with various education levels and individual budgeting. Students have the opportunity to understand the relationship between education and income levels.

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

Bonneville utilizes tutoring to scaffold the learning for students who are not on grade level in reading and math.

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.** Teachers and administrators will collaborate and reflect through PLCs to plan and implement lessons that fully address the intent of grade-level Florida Standards thus increasing student achievement. (Division Priorities: Invest in Human Capital)

- G2.** To increase the use of standards-based instruction which will lead to an increase in student achievement. (Division Priority: Accelerate Student Performance)

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. Teachers and administrators will collaborate and reflect through PLCs to plan and implement lessons that fully address the intent of grade-level Florida Standards thus increasing student achievement. (Division Priorities: Invest in Human Capital) 1a

G073245

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	77.0
FCAT 2.0 Science Proficiency	56.0
AMO Math - All Students	76.0

Resources Available to Support the Goal 2

- MTP's, Safari Montage, CPalms, IMS, iReady Curriculum

Targeted Barriers to Achieving the Goal 3

- Instructional Needs: There is a need to develop a common language and protocol for the lesson planning process.

Plan to Monitor Progress Toward G1. 8

Common Assessments (performance on each standard), iReady data, Lexia data, MAP data

Person Responsible

Dennis Gonzalez

Schedule

On 6/3/2016

Evidence of Completion

iReady Diagnostic scores, Common Assessments will be reviewed specific to performance on each standard, MAP scores, and Lexia Progress Monitoring

G2. To increase the use of standards-based instruction which will lead to an increase in student achievement. (Division Priority: Accelerate Student Performance) 1a

G073246

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	77.0
FCAT 2.0 Science Proficiency	56.0
AMO Math - All Students	76.0

Resources Available to Support the Goal 2

- Highly qualified classroom teachers (bilingual, Exceptional Education certified, Gifted endorsed) to meet student needs.
- Instructional support provided to teachers by the Reading Coach, the Math Coach, the Curriculum Resource teacher, the Staffing Specialist, the Behavior Specialist, the Multi-Tiered System of Support coach, the Media Specialist, the Speech-Language Pathologists, and two Exceptional Education teachers.
- Additional instructional support provided to teachers by an education paraprofessional (primary grades), two bilingual paraprofessionals, six exceptional education paraprofessionals, and a program assistant.
- Implementation of a school-wide, computer-based reading programs (Lexia and iReady), district-based writing training (Core Connections), school-based Accelerated Reader program and school-wide computer-based math program (iReady).
- A fluid and functional Multi-Tiered System of Support process to monitor student learning.
- An after-school tutoring program for retained third grade students and non-proficient fourth and fifth grade students to provide additional reinforcement and learning opportunities.

Targeted Barriers to Achieving the Goal 3

- Instructional Needs: Fourteen of the forty-five classroom teachers (31%) are new to the teaching profession (with 0--1 years of teaching experience) and/or the district. They are developing and refining instructional skills in relation to the Florida Standards. Seven of the thirty-one experienced teachers (23%) are completing additional training to address student needs.

Plan to Monitor Progress Toward G2. 8

Student data, specifically common assessments and mini benchmark data for reading and math, will be reviewed ongoing through out the year. Student data from monthly MTSS meetings will also be reviewed to determine the effectiveness of interventions and/or to make instructional changes.

Person Responsible

Maria Murray

Schedule

Monthly, from 10/27/2014 to 4/15/2015

Evidence of Completion

Ongoing student benchmark data, by grade level, by teacher and by student subgroups, will be reviewed on a monthly basis.

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. Teachers and administrators will collaborate and reflect through PLCs to plan and implement lessons that fully address the intent of grade-level Florida Standards thus increasing student achievement. (Division Priorities: Invest in Human Capital) **1**

 G073245

G1.B1 Instructional Needs: There is a need to develop a common language and protocol for the lesson planning process. **2**

 B191364

G1.B1.S1 Teachers are required to meet several days per week to plan lessons together. Every Thursday, admin and school coaches will join PLC's to support teachers in developing common language, planning appropriate lessons tied to the standards, and creating formative assessments to ensure understanding. **4**

 S202825

Strategy Rationale

To help support teachers in the planning process.

Action Step 1 **5**

Teachers with coaches deconstruct the standards for each MTP prior to instruction.

Person Responsible

Maria Murray

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Lesson Plans

Action Step 2 5

Plan standards based lessons along with formative assessment to check for understanding.

Person Responsible

Maria Murray

Schedule

On 6/3/2016

Evidence of Completion

Lesson Plans

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

Lesson plans will be checked prior to each MTP covered.

Person Responsible

Dennis Gonzalez

Schedule

On 6/3/2016

Evidence of Completion

Lesson Plan review and feedback, Classroom observations

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

Administration and Coaches will attend all PLC meetings.

Person Responsible

Kimrey Sheehan

Schedule

On 6/3/2016

Evidence of Completion

PLC meeting notes & agendas

G2. To increase the use of standards-based instruction which will lead to an increase in student achievement. (Division Priority: Accelerate Student Performance) 1

G073246

G2.B1 Instructional Needs: Fourteen of the forty-five classroom teachers (31%) are new to the teaching profession (with 0--1 years of teaching experience) and/or the district. They are developing and refining instructional skills in relation to the Florida Standards. Seven of the thirty-one experienced teachers (23%) are completing additional training to address student needs. 2

B191366

G2.B1.S1 Teachers will deconstruct Florida Standards, implement rigor in instructional activities, and develop common assessments during weekly meetings with the leadership team. 4

S202827

Strategy Rationale

To help teachers gain an understanding of the increased rigor embedded in the Florida Standards Assessment

Action Step 1 5

To increase student proficiency on the English Language Arts (ELA) and math components of the Florida Standards Assessment, teachers will participate in weekly Professional Learning Community meetings, by grade level, with members of the Leadership team, to deconstruct the Florida Standard.

Person Responsible

Kimrey Sheehan

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Weekly Professional Learning Community meetings will be conducted and agendas will be documented. Teachers' lesson plans for instruction (with feedback) will be posted to the school collaboration site. Common formative and summative assessments will be maintained, and student work samples will be collected.

Action Step 2 5

Develop common assessments that address the standards.

Person Responsible

Dennis Gonzalez

Schedule

On 6/3/2016

Evidence of Completion

Assessment monitoring by administration and coaches will occur.

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

During weekly Professional Learning Community meetings, the Leadership team will monitor the substantive progress of the meetings with teachers.

Person Responsible

Danielle Brancato

Schedule

Weekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Evidence will include Professional Learning Community meeting notes and agendas, lesson plans, formative and summative assessments, iObservation data, and student work samples.

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

Regular classroom observations, conducted by the Principal and the Assistant Principal, will be reviewed on a weekly basis during Leadership Team meetings. Non-evaluative classroom observations, conducted by the Reading Coach, the Math Coach, and the Curriculum Resource Teacher, will be reviewed on a weekly basis during Leadership Team meetings.

Person Responsible

Kimrey Sheehan

Schedule

Weekly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Evidence will include teacher observation data and student achievement data (common assessments, Lexia, iReady for reading and math and Florida Standards Assessments).

G2.B1.S2 Teachers will participate in professional development targeted to meeting students' needs: Sheltered Instruction Observation Protocol for English Language Learners, Imagine Learning training for English Language Newcomers, gifted courses for teachers of gifted students in grades 1--4, Lexia, iReady, and Guided Reading training (reading), and Core Connections training (writing) and iReady (math). 4

 S202828

Strategy Rationale

To increase the achievement and proficiency levels of specific student subgroups, including English Language Learners, Economically Disadvantaged students and Students with Disabilities

Action Step 1 5

To increase student proficiency on the English Language Arts (ELA) and math components of the Florida Standards Assessment, teachers will participate in targeted professional development based on student and/or teacher needs.

Person Responsible

Kimrey Sheehan

Schedule

Monthly, from 8/13/2014 to 5/27/2015

Evidence of Completion

Evidence will include teacher professional development records.

Action Step 2 5

Teachers will implement learned strategies during instruction to increase student achievement.

Person Responsible

Kimrey Sheehan

Schedule

On 6/3/2016

Evidence of Completion

Classroom Observations

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

During scheduled meetings with the area superintendent, the principal will provide professional development updates and attendance records.

Person Responsible

Kimrey Sheehan

Schedule

Quarterly, from 8/13/2014 to 5/27/2015

Evidence of Completion

Evidence will include the professional development calendar and teacher attendance records.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Classroom observations conducted by the Principal, the Curriculum Resource Teacher, the Reading Coach and the Math Coach will be reviewed on a weekly basis during Leadership Team meetings.

Person Responsible

Kimrey Sheehan

Schedule

Weekly, from 10/13/2014 to 5/27/2015

Evidence of Completion

Evidence will include teacher observation data and student achievement data (benchmarks, Lexia, ST Math and Florida Standards Assessments).

G2.B1.S3 Teachers will engage students with instructional strategies that ensure achievement of learning expectations through well-planned lessons that include student feedback. 4

 S202829

Strategy Rationale

To increase student learning and retention, students must be actively engaged in instruction and be provided with timely, accurate feedback.

Action Step 1 5

Teachers will collaborate on weekly lesson plans, using the Florida Standards, scope and sequence, Measurement Topic Plans and the Marzano framework, to design lessons that engage students in rigorous learning activities.

Person Responsible

Kimrey Sheehan

Schedule

Weekly, from 10/20/2014 to 5/25/2015

Evidence of Completion

Evidence will include lesson plans and teacher observation data.

Action Step 2 5

Teachers will use strategies within the Marzano Framework in their instructional delivery.

Person Responsible

Dennis Gonzalez

Schedule

On 6/3/2016

Evidence of Completion

iObservation Data and lesson plans.

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

The principal will review teacher observation data with the Leadership Team on a weekly basis.

Person Responsible

Kimrey Sheehan

Schedule

Weekly, from 11/17/2014 to 5/25/2015

Evidence of Completion

Evidence will include teacher observation data.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

The principal will review weekly teacher observation data with members of the Leadership Team to determine the use of engaging instructional activities.

Person Responsible

Kimrey Sheehan

Schedule

Weekly, from 11/17/2014 to 5/25/2015

Evidence of Completion

Evidence will include teacher observation data.

G2.B1.S4 Teachers will engage in professional development that includes self-assessment, peer observation and feedback, and is aligned, sustained and focused with time to practice and implement.

4

 S202830

Strategy Rationale

To increase teachers' awareness and the implementation of instructional strategies to intensify student learning

Action Step 1 5

Teachers will participate in instructional rounds, observe and be observed by others.

Person Responsible

Maria Murray

Schedule

Monthly, from 12/1/2014 to 4/30/2015

Evidence of Completion

Evidence will include instructional rounds participation records, written teacher feedback and individual teacher reflections.

Action Step 2 5

Teachers will use actionable feedback and reflect on their instructional practice.

Person Responsible

Dennis Gonzalez

Schedule

On 6/3/2016

Evidence of Completion

Deliberate Practice input and Observations.

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Members of the Leadership Team will coordinate and monitor the peer observations.

Person Responsible

Karen Nichols

Schedule

Monthly, from 12/1/2014 to 4/30/2015

Evidence of Completion

Evidence will include the teacher observation schedule and written reflections.

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Observations

Person Responsible

Kimrey Sheehan

Schedule

Evidence of Completion

iObservation data highlighting areas of improvement.

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	Teachers with coaches deconstruct the standards for each MTP prior to instruction.	Murray, Maria	8/17/2015	Lesson Plans	6/3/2016 weekly
G2.B1.S1.A1	To increase student proficiency on the English Language Arts (ELA) and math components of the Florida Standards Assessment, teachers will participate in weekly Professional Learning Community meetings, by grade level, with members of the Leadership team, to deconstruct the Florida Standard.	Sheehan, Kimrey	8/24/2015	Weekly Professional Learning Community meetings will be conducted and agendas will be documented. Teachers' lesson plans for instruction (with feedback) will be posted to the school collaboration site. Common formative and summative assessments will be maintained, and student work samples will be collected.	6/10/2016 weekly
G2.B1.S2.A1	To increase student proficiency on the English Language Arts (ELA) and math components of the Florida Standards Assessment, teachers will participate in	Sheehan, Kimrey	8/13/2014	Evidence will include teacher professional development records.	5/27/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	targeted professional development based on student and/or teacher needs.				
G2.B1.S3.A1	Teachers will collaborate on weekly lesson plans, using the Florida Standards, scope and sequence, Measurement Topic Plans and the Marzano framework, to design lessons that engage students in rigorous learning activities.	Sheehan, Kimrey	10/20/2014	Evidence will include lesson plans and teacher observation data.	5/25/2015 weekly
G2.B1.S4.A1	Teachers will participate in instructional rounds, observe and be observed by others.	Murray, Maria	12/1/2014	Evidence will include instructional rounds participation records, written teacher feedback and individual teacher reflections.	4/30/2015 monthly
G1.B1.S1.A2	Plan standards based lessons along with formative assessment to check for understanding.	Murray, Maria	8/17/2015	Lesson Plans	6/3/2016 one-time
G2.B1.S1.A2	Develop common assessments that address the standards.	Gonzalez, Dennis	8/17/2015	Assessment monitoring by administration and coaches will occur.	6/3/2016 one-time
G2.B1.S2.A2	Teachers will implement learned strategies during instruction to increase student achievement.	Sheehan, Kimrey	8/17/2015	Classroom Observations	6/3/2016 one-time
G2.B1.S3.A2	Teachers will use strategies within the Marzano Framework in their instructional delivery.	Gonzalez, Dennis	8/17/2015	iObservation Data and lesson plans.	6/3/2016 one-time
G2.B1.S4.A2	Teachers will use actionable feedback and reflect on their instructional practice.	Gonzalez, Dennis	8/17/2015	Deliberate Practice input and Observations.	6/3/2016 one-time
G1.MA1	Common Assessments (performance on each standard), iReady data, Lexia data, MAP data	Gonzalez, Dennis	8/17/2015	iReady Diagnostic scores, Common Assessments will be reviewed specific to performance on each standard, MAP scores, and Lexia Progress Monitoring	6/3/2016 one-time
G1.B1.S1.MA1	Administration and Coaches will attend all PLC meetings.	Sheehan, Kimrey	8/17/2015	PLC meeting notes & agendas	6/3/2016 one-time
G1.B1.S1.MA1	Lesson plans will be checked prior to each MTP covered.	Gonzalez, Dennis	8/17/2015	Lesson Plan review and feedback, Classroom observations	6/3/2016 one-time
G2.MA1	Student data, specifically common assessments and mini benchmark data for reading and math, will be reviewed ongoing through out the year. Student data from monthly MTSS meetings will also be reviewed to determine the effectiveness of interventions and/or to make instructional changes.	Murray, Maria	10/27/2014	Ongoing student benchmark data, by grade level, by teacher and by student subgroups, will be reviewed on a monthly basis.	4/15/2015 monthly
G2.B1.S1.MA1	Regular classroom observations, conducted by the Principal and the Assistant Principal, will be reviewed on a weekly basis during Leadership Team meetings. Non-evaluative classroom observations, conducted by the Reading Coach, the Math Coach, and the Curriculum Resource Teacher, will be reviewed on a weekly basis during Leadership Team meetings.	Sheehan, Kimrey	9/8/2015	Evidence will include teacher observation data and student achievement data (common assessments, Lexia, iReady for reading and math and Florida Standards Assessments).	6/10/2016 weekly
G2.B1.S1.MA1	During weekly Professional Learning Community meetings, the Leadership team will monitor the substantive progress of the meetings with teachers.	Brancato, Danielle	8/17/2015	Evidence will include Professional Learning Community meeting notes and agendas, lesson plans, formative and summative assessments, iObservation data, and student work samples.	6/10/2016 weekly
G2.B1.S2.MA1	Classroom observations conducted by the Principal, the Curriculum Resource Teacher, the Reading Coach and the	Sheehan, Kimrey	10/13/2014	Evidence will include teacher observation data and student achievement data (benchmarks, Lexia,	5/27/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Math Coach will be reviewed on a weekly basis during Leadership Team meetings.			ST Math and Florida Standards Assessments).	
G2.B1.S2.MA1	During scheduled meetings with the area superintendent, the principal will provide professional development updates and attendance records.	Sheehan, Kimrey	8/13/2014	Evidence will include the professional development calendar and teacher attendance records.	5/27/2015 quarterly
G2.B1.S3.MA1	The principal will review weekly teacher observation data with members of the Leadership Team to determine the use of engaging instructional activities.	Sheehan, Kimrey	11/17/2014	Evidence will include teacher observation data.	5/25/2015 weekly
G2.B1.S3.MA1	The principal will review teacher observation data with the Leadership Team on a weekly basis.	Sheehan, Kimrey	11/17/2014	Evidence will include teacher observation data.	5/25/2015 weekly
G2.B1.S4.MA1	Observations	Sheehan, Kimrey	iObservation data highlighting areas of improvement.	one-time	
G2.B1.S4.MA1	Members of the Leadership Team will coordinate and monitor the peer observations.	Nichols, Karen	12/1/2014	Evidence will include the teacher observation schedule and written reflections.	4/30/2015 monthly

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.

G2. To increase the use of standards-based instruction which will lead to an increase in student achievement.
(Division Priority: Accelerate Student Performance)

G2.B1 Instructional Needs: Fourteen of the forty-five classroom teachers (31%) are new to the teaching profession (with 0--1 years of teaching experience) and/or the district. They are developing and refining instructional skills in relation to the Florida Standards. Seven of the thirty-one experienced teachers (23%) are completing additional training to address student needs.

G2.B1.S1 Teachers will deconstruct Florida Standards, implement rigor in instructional activities, and develop common assessments during weekly meetings with the leadership team.

PD Opportunity 1

To increase student proficiency on the English Language Arts (ELA) and math components of the Florida Standards Assessment, teachers will participate in weekly Professional Learning Community meetings, by grade level, with members of the Leadership team, to deconstruct the Florida Standard.

Facilitator

Danielle Brancato and Maria Murray

Participants

All teachers

Schedule

Weekly, from 8/24/2015 to 6/10/2016

G2.B1.S2 Teachers will participate in professional development targeted to meeting students' needs: Sheltered Instruction Observation Protocol for English Language Learners, Imagine Learning training for English Language Newcomers, gifted courses for teachers of gifted students in grades 1--4, Lexia, iReady, and Guided Reading training (reading), and Core Connections training (writing) and iReady (math).

PD Opportunity 1

To increase student proficiency on the English Language Arts (ELA) and math components of the Florida Standards Assessment, teachers will participate in targeted professional development based on student and/or teacher needs.

Facilitator

Maria Murray, Kara Meyers and Ivette Acevedo Santiago and Selected District-Based Coaches

Participants

All teachers

Schedule

Monthly, from 8/13/2014 to 5/27/2015

G2.B1.S3 Teachers will engage students with instructional strategies that ensure achievement of learning expectations through well-planned lessons that include student feedback.

PD Opportunity 1

Teachers will collaborate on weekly lesson plans, using the Florida Standards, scope and sequence, Measurement Topic Plans and the Marzano framework, to design lessons that engage students in rigorous learning activities.

Facilitator

Kara Meyers and Ivette Acevedo Santiago

Participants

All teachers

Schedule

Weekly, from 10/20/2014 to 5/25/2015

G2.B1.S4 Teachers will engage in professional development that includes self-assessment, peer observation and feedback, and is aligned, sustained and focused with time to practice and implement.

PD Opportunity 1

Teachers will participate in instructional rounds, observe and be observed by others.

Facilitator

Maria Murray

Participants

All teachers

Schedule

Monthly, from 12/1/2014 to 4/30/2015

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	Teachers with coaches deconstruct the standards for each MTP prior to instruction.				\$100,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	100-Salaries	0871 - Bonneville Elementary	General Fund		\$100,000.00
<i>Notes: Salaries for classroom teachers</i>						
2	G1.B1.S1.A2	Plan standards based lessons along with formative assessment to check for understanding.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	100-Salaries	0871 - Bonneville Elementary	General Fund		\$10,000.00
<i>Notes: Salaries for coaches to help teachers plan lessons and create formative assessments.</i>						
3	G2.B1.S1.A1	To increase student proficiency on the English Language Arts (ELA) and math components of the Florida Standards Assessment, teachers will participate in weekly Professional Learning Community meetings, by grade level, with members of the Leadership team, to deconstruct the Florida Standard.				\$25,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	100-Salaries	0871 - Bonneville Elementary	General Fund		\$25,000.00
<i>Notes: Salaries for coaches, CRT, and administration.</i>						
4	G2.B1.S1.A2	Develop common assessments that address the standards.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	100-Salaries	0871 - Bonneville Elementary	General Fund		\$10,000.00
<i>Notes: Salary of Math Coach to deliver the professional development on common formative assessments.</i>						
5	G2.B1.S2.A1	To increase student proficiency on the English Language Arts (ELA) and math components of the Florida Standards Assessment, teachers will participate in targeted professional development based on student and/or teacher needs.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
	5100	100-Salaries	0871 - Bonneville Elementary	General Fund		\$10,000.00
			<i>Notes: Salaries of coaches and CRT to provide PD on deconstructing the standards.</i>			
6	G2.B1.S2.A2	Teachers will implement learned strategies during instruction to increase student achievement.				\$0.00
7	G2.B1.S3.A1	Teachers will collaborate on weekly lesson plans, using the Florida Standards, scope and sequence, Measurement Topic Plans and the Marzano framework, to design lessons that engage students in rigorous learning activities.				\$14,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	120-Classroom Teachers	0871 - Bonneville Elementary			\$14,000.00
			<i>Notes: Teachers will plan appropriately with both coaches.</i>			
8	G2.B1.S3.A2	Teachers will use strategies within the Marzano Framework in their instructional delivery.				\$9,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	100-Salaries	0871 - Bonneville Elementary	General Fund		\$9,000.00
			<i>Notes: 3 Marzano books purchased for all teachers.</i>			
9	G2.B1.S4.A1	Teachers will participate in instructional rounds, observe and be observed by others.				\$0.00
10	G2.B1.S4.A2	Teachers will use actionable feedback and reflect on their instructional practice.				\$0.00
					Total:	\$178,000.00