Banyan Creek Elementary School

2015-16 School Improvement Plan

Banyan Creek Elementary School

4243 SABAL LAKES RD, Delray Beach, FL 33445

www.edline.net/pages/banyan_creek_elementary_school

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	53%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	57%

School Grades History

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

Preliminary Informational Baseline School Grade

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

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	[Gayle Sitter](#)
Former F		**Turnaround Status**
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The teachers and staff at Banyan Creek Elementary School believe that our mission is to facilitate the cooperative efforts of parents, school, and community to create a partnership that fosters an equitable environment, producing literate, self-directed and responsible citizens.

Provide the school's vision statement

The vision of Banyan Creek Elementary is to become a learning community of adults and students where academic excellence is the norm, cultural diversity is respected and harmonious relationships are commonplace.

School Environment

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

Single School Culture for Academics:
Teachers attended regularly scheduled collaborative planning and faculty meetings to analyze data and to discuss and align curriculum with instruction.
Single School Culture for Behavior:
Banyan Follows the SWPBS program. Every student is instructed on the various aspects of PBS on a regular basis. All staff are expected to follow and adhere to all rules and procedures in regards to student monitoring, parent contact and disciplinary actions per PBS guidelines.
Single School Culture for Climate:
Banyan has an inclusive mindset towards all students; providing equal opportunity for all students regardless of their differentiated needs. Staff are expected to promote fair and caring attitude towards all students. To promote an appreciation for multicultural diversity, Banyan Creek will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b), as applicable to appropriate grade levels, including but not limited to: History of Holocaust (Holocaust Survivor speakers to our 5th grade classes), History of Africans and African Americans, Hispanic Contributions, Women's contributions and Scarifies of Veterans (school-wide presentations).
Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:
* Character Development will be taught through guidance curriculum
* History of the United States will be taught through direct instruction, interactive experiences, field trips, etc.
* U.S. Constitution and Bill of Rights will be taught through direct instruction, interactive experiences, field trips, etc.
* Florida History will be taught through direct instructions, science lab experiences, interactive experiences and field trips.
We will also make certain that relationship building is a clear priority and embed cultural activities within curriculum and daily course work (e.g., reading selections and writing assignments).

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

Banyan Creek will articulate, demonstrate, and teach our specific practices that reflect the application of our school's SwPBS Universal Guidelines to the contexts students will encounter before, during

and after school. We have also created lesson plans where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported. Our school will infuse content required by Florida Statute, section 1003.4205, as applicable to appropriate to situations, including to but not limited to disability awareness.
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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

Banyan's Universal Guidelines and behavior matrix are taught throughout the entire school year to ensure students are aware of school expectations. Our SwPBS team reviews behavior data to ensure students are engaged while in class. Teachers hold class meetings on a frequent basis to include student feedback and update students on our PAWS recognition system.
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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

Banyan Creek's School Based Team meets twice a week to discuss students with barriers to academic and/or social success. The team meets with identified staff to provide a differentiated delivery of services based on student need. This includes classroom guidance, assemblies, small group counseling, and individualized support. Our team utilizes in data based decision making to close academic, social emotional gaps by connecting all students with the services they need.
Single School Culture for Academics:
Teachers attended regularly scheduled collaborative planning and faculty meetings to analyze data and to discuss and align curriculum with instruction.

Single School Culture for Behavior:
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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

*Attendance below 90 percent, regardless of whether absence is excused.
*One or more suspensions, whether in school or out of school.
*A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.
Banyan Creek will utilize Sages, Terms and our behavior tracking forms to identify students who have attendance, behavioral and academic concerns.

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	16	12	16	15	13	11	83
One or more suspensions	2	2	6	6	3	7	26
Course failure in ELA or Math	29	54	46	54	66	42	291
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	5	6	9	13	11	8	52

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

Banyan Creek will utilize the SBT process and MTSS including but not limited to SAI, iii, LLI, Wilson, Fundations, RAZ KIDS and math tutoring to improve academic performance of students identified by the early warning system. We will consider the unique needs of our students with IEP's when planning for intervention strategies in order to close the achievement gap.

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

In order to get more parents involved, our PTA has been actively involved in developing and sending out a weekly PTA Newsletter; and a website. All of our teachers send out a weekly/bi-weekly classroom newsletter to parents. The School District also provides an Edline account for schools. Teachers are required to hold parent conferences/notification prior to submitting tracking forms and referrals. Learning opportunities and resources are provided to families of students with disabilities on a on going basis.

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

We have a business partner coordinator as well as a PTA volunteer community liaison. Both of whom work with local businesses and community members to get them involved in or school as well as support Banyan's initiatives. Some examples are, Delray Reads, adopt-a-class, business partnership membership program, open house and edline etc.

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
J.Fay,Jr., William	Principal
Letoile, Alison	Assistant Principal
Gaillard, Robin	Teacher, K-12
Tamburri, Anna Marie	Teacher, K-12
Cole, Allyne	Teacher, K-12
Butterfield, Michael	Teacher, K-12
Stewart, Cynthia	Teacher, K-12
Terry, Jeannie	Teacher, K-12
Johnston, Tom	Teacher, K-12
Suhandron, Sherry	Teacher, K-12
Figueroa, Susan	Teacher, ESE
Robinson, Raquel	Instructional Media
Mason, Kelly	Teacher, K-12
Morrison, Kathryn	Teacher, K-12
Dawe, Ruthie	Teacher, K-12
Southard, Toni	Teacher, K-12
Bernstein, Phylis	Teacher, K-12
Barganier, Dina	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 administration provides the common vision for the use of data- based decision-making and ensure that the team implement the RtI process with fidelity to the district plan. They assure adequate professional development is provided to staff and that communication of the RtI process is provided to parents. SBT/RtI chairperson and the assistant principal will provide leadership in the process, work closely with staff to implement Tier 1 and Tier 2 interventions and develop models to implement Tier 3 interventions. The RtI chairperson will provide training to staff and provide guidance in the successful application of research-based instructional support.

The school psychologist will participate in collection, interpretation and analysis of data; facilitate the development of intervention plans and data-based decision making activities, and provide support for intervention fidelity, appropriate documentation and both professional development and technical assistance.

The ESE Coordinator works with team members to develop appropriate interventions for students referred to the RtI/School Based Team and maintains the process for special education evaluations when RtI is not sufficient to meet the student's needs. In addition, the ESE Coordinator will be overseeing the in house choice technology program.

The guidance counselor provides guidance support and links child-serving and community agencies to the school and family to support the child's academic, emotional, behavioral and social success.

The Speech Language Pathologist educates the team in the role that language plays in the instructional success and assists in the selection of speech and language screening measures.

ELL Contact/Resource Teacher (as needed) assists with ELL strategies and instructional methodologies and provides information regarding second language acquisition and development, use and analysis of ELL testing data and implications for instruction.

Select General Education teachers, both primary and intermediate, provide information about core instruction, participation in student data collection, deliver Tier 1, Tier 2 and Tier 3 instruction/ intervention.
Exceptional Student Education (ESE) Teachers assist in student data collection and collaborate with general education teachers to develop and/or provide Tier 2 and Tier 3 interventions.

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 RtI/SBT Leadership team met with administration and SAC representatives to review the strength and/or problems related to the process during the 2014-2015 school year. The team provided input regarding programs and support for the coming year which are reflected in the School Improvement Plan. Team members met on an ongoing basis with administration and go directly to the School Advisory Committee with recommendations for materials and programs. In addition, the school conducted a BPIE assessment to examine the extent to which inclusive practices are used. Recommendations were made based on the school priority indicators.
Supplemental Academic Instruction (SAI)- One teaching position has been given to our school to implement the program. We utilize this position to meet the needs of our lowest 25% in grades 1, 2, 3 and 4.
Nutrition Program-
Our school was a location for a summer feeding program for our community. We also offer all students in our school a free breakfast before school.
Banyan Creek integrates Single School Culture by sharing our School Wide Positive Behavior Support Program Universal Guidelines for Success, monitoring our Behavioral Matrix, and teaching our Expected Behaviors, Communicating with our parents, and tracking our SwPBS Program. Throughout the year our SwPBS Committee updates our Action Plan. We take pride in infusing an appreciation for multicultural diversity through designed lessons, anti-bullying campaign, and by implementing our SwPBS programs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Susan Figueroa	Teacher
Heather Katz	Parent
Lori Hall	Education Support Employee
William J. Fay Jr.	Principal
Mandy Massarella	Parent
Kristina Kristol	Parent
Beth Simmer	Teacher
Brad Weinberg	Business/Community
Victor Lopez	Teacher
Paul Gordon	Parent
Tim Olenn	Parent
Lori Martel	Parent
Cathy Jaffee	Parent
Thomas Johnston	Teacher
Judy McMahon	Teacher
Erin Mangs	Parent
Kara Biancardi	Parent
Sandy Koch-Stone	Parent
Dana Weissblum	Parent
Kenia Martinez	Parent
Chrissy Sainmervil	Parent
Jennifer Canbeck	Parent
Amy Wagner	Parent
Jean Capizola	Parent
Kati Kristol	Parent
Andrea Williams	Parent
Elizabeth Burger	Teacher
Amanda Suhandron	Teacher
	Student
Beth Miller	Parent
Mandy Massarella	Parent
Shannon Ready	Parent
DeJane Telsuma	Education Support Employee
Marie Luberisse	Education Support Employee
Raquel Robinson	Teacher
Michael Butterfield	Teacher
Victor Lopez	Teacher

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

We reviewed data collection and discussed school initiatives to meet the goals of last years school improvement plan. We met regularly to review progress and determine deficiencies.

Development of this school improvement plan

The School Advisory Council will assist in the preparation, implementation, and evaluation of the School Improvement Plan. The Council makes recommendations and assists the school administration in all areas of school improvement. These tasks are performed through decision making by parents, teachers, staff, business partners, community members who are stakeholders in our school.

Preparation of the school's annual budget and plan

While we are centralized budgeting district, any additional or discretionary funds are discussed and reviewed with SAC for approval.

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

Last school year we used $4,624.00 of school improvement money to provide tutoring to our lowest 25% prior to the FSA.

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
Barganier, Dina	Teacher, K-12
	Teacher, K-12
Godfrey, Stephanie	Teacher, K-12
Letoile, Alison	Assistant Principal
Figueroa, Susan	Teacher, ESE
J.Fay,Jr., William	Principal
Bernstein, Phylis	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The LLT is a group of professionals who have a strong literacy background. We have our reading SAI teacher, two teachers, ESE coordinator, and both administrators. The team collects data to establish the literacy goals for the school year. Once the goals have been identified and created, we create the plan of action and will meet monthly to monitor and assess the progress towards accomplishing the goals.

Major initiatives will be 1). supervise the full implementation of the Balanced Literacy Program in grades K-5 and to provide support to new staff. 2). Maintain compliance with the K-5 Literacy Assessment System (LAS) and to send teachers to level 1 or 2 training with the area office. 3). Targeting our lowest 25% of reading and math students to monitor and ensure that appropriate support and services are being provided to those students.

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

Banyan's plan to encourage positive working relationships with teachers is to have Learning Team Meetings on a weekly basis so that teachers can plan and go over grade level data. Student improvement is monitored and instruction is modified as needed based on decisions made through grade level collaboration.

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

1. Partner new teachers with veteran staff- Assistant Principal
2. College campus job fairs and e-recruiting at Universities- Principal
3. Soliciting referrals from current employees and community members- Administration
4. Inform teachers of financial benefits of advanced degrees and supplements- Principal's Secretary
5. Interview questions related to applicants knowledge and feelings on inclusive practices for ESE students- ESE Contact

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

We follow the School District's New Teacher Program by assigning a mentor to each Mentee. The Educator Support Program (ESP) is designed to elicit evidence that a beginning teacher has demonstrated teaching competence that promotes student learning. Teachers are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance. The ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. This is done through deliberate pairings between new teachers and their coin ed trained counter parts. This school year, we are currently mentoring 4 new teachers.

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

Banyan Creek creates weekly opportunities for teachers to unpack the Florida Standards and to plan and discuss reading, writing and math curriculum that aligns to the standards. This helps our staff develop and deeper level of understanding. The meetings create learning opportunities to promote conversations that can eliminate and misunderstanding and promote growth in instructional practice,

curriculum, and the standards. We are currently using district approved programs that align with the Florida State Standards.

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

Banyan Creek utilizes the following methods to ensure differentiated instruction for our diverse learners:
Data analysis through edw reporting, RTI process for identified students with deficiencies, uninterrupted 90 minute literacy block, iii time built in to every teacher's schedule, all instruction aligned with grade level Florida standards, small group differentiated instruction in every classroom, and multi-modality approach to learning.

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: After School Program

Minutes added to school year:

We will apply again for the K-12 Grant . If given, we will provide after school tutoring to students in the upper grades who have been identified as performing below grade level. Tutors will differentiate instruction centers based on individual student needs.

Strategy Rationale

Additional time reviewing grade level content areas, comprehension strategies and remediation as necessary.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Letoile, Alison, alison.letoile@palmbeachschools.org

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

Data is collected from the beginning of year grade level assessments. The teachers complete an item analysis to determine what areas/benchmarks need improvement on. After the program is completed, we will administer the same test as a post test.

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

Each May, Banyan Creek holds a Kindergarten Round-up, where parents receive information about our Kindergarten program. We currently have VPK and ESE-PK programs on our campus to enhance students skills to ready them for Kindergarten. Teachers provide parents with Kindergarten readiness

information during our summer screening. We utilize a variety of assessments to make certain students are ready for Kindergarten. Once in Kindergarten, we remediate based on the needs of each student. The needs of every transitioning student in ESE is met through an individual child study meeting to determine best educational placement/programing, as well as transition discussions with feeder schools.

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

College and career readiness is addressed through our classroom guidance program.

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

N/A

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

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

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 support staff will utilize inclusive instructional practices to meet the needs of all students. This will be facilitated by professional development, collaborative planning time and in-house brainstorming data teams.

G2.   Increase the inclusion of technology into differentiated instructional and behavioral approaches.

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 support staff will utilize inclusive instructional practices to meet the needs of all students. This will be facilitated by professional development, collaborative planning time and in-house brainstorming data teams. `1a`

🔍 G074911

Targets Supported `1b`

Indicator	Annual Target
5Es Score: Collective Responsibility	60.0
5Es Score: Quality PD	62.0

Resources Available to Support the Goal `2`

- Professional Development
- Common planning
- Increase of support facilitation services
- Celebrate successes

Targeted Barriers to Achieving the Goal `3`

- Teacher buy-in

Plan to Monitor Progress Toward G1. `8`

Evidence of inclusive practice

Person Responsible
Alison Letoile

Schedule
Weekly, from 9/30/2015 to 5/31/2016

Evidence of Completion
Observations/walkthroughs, data chats, child study meeting and iObservation

G2. Increase the inclusion of technology into differentiated instructional and behavioral approaches. 1a

🔍 G074912

Targets Supported 1b

Indicator	Annual Target
5Es Score: Instructional Leadership	90.0

Resources Available to Support the Goal 2

- Professional development on technology education
- curriculum
- instruction
- leadership

Targeted Barriers to Achieving the Goal 3

- Lack of funding for technology.

Plan to Monitor Progress Toward G2. 8

Evidence of technology usage to differentiate instruction

Person Responsible
Alison Letoile

Schedule
Monthly, from 9/30/2015 to 5/31/2016

Evidence of Completion
pre and post conferences and observations

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 support staff will utilize inclusive instructional practices to meet the needs of all students. This will be facilitated by professional development, collaborative planning time and in-house brainstorming data teams. `1`

🔑 G074911

G1.B1 Teacher buy-in `2`

🔑 B195661

G1.B1.S1 Teachers will be provided with Professional Development on inclusive strategies `4`

🔑 S207340

Strategy Rationale

Continuous education will enable teachers to meet the needs of their diverse learners.

Action Step 1 `5`

Professional development on inclusive strategies.

Person Responsible

Lynne Gallo

Schedule

Monthly, from 9/17/2015 to 6/2/2016

Evidence of Completion

PLC sign-in sheets

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

PDD and Leadership team meetings to plan professional development needs and classroom observations/walkthroughs

Person Responsible

Lynne Gallo

Schedule

Monthly, from 9/17/2015 to 6/2/2016

Evidence of Completion

Sign-in sheets, agendas, and iObervation

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

observations, data chats, lesson plan reviews, feedback, discussions and celebrations

Person Responsible

Alison Letoile

Schedule

Monthly, from 9/17/2015 to 6/2/2016

Evidence of Completion

Observation calendar, iObservation evidence

G2. Increase the inclusion of technology into differentiated instructional and behavioral approaches. `1`

G074912

G2.B1 Lack of funding for technology. `2`

B195663

G2.B1.S1 Brainstorming through the technology committee creative uses of existing resources. `4`

S207341

Strategy Rationale

All stakeholders need to be involved in forming programs specifications and implementing technology infused instruction.

Action Step 1 `5`

Technical assistance and professional development to increase knowledge of existing resources.

Person Responsible

Susan Figueroa

Schedule

Monthly, from 9/17/2015 to 5/31/2016

Evidence of Completion

Increased use of technology

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

Monitored by PD logs and observations/walkthroughs

Person Responsible

Alison Letoile

Schedule

Monthly, from 9/30/2015 to 6/2/2016

Evidence of Completion

Sign-in sheets, agendas and iObservation

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

Scheduled observations, feedback, discussions, PDD follow up

Person Responsible

Alison Letoile

Schedule

Monthly, from 9/30/2015 to 5/31/2016

Evidence of Completion

iObservation, technology rubric and surveys

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	Professional development on inclusive strategies.	Gallo, Lynne	9/17/2015	PLC sign-in sheets	6/2/2016 monthly
G2.B1.S1.A1	Technical assistance and professional development to increase knowledge of existing resources.	Figueroa, Susan	9/17/2015	Increased use of technology	5/31/2016 monthly
G1.MA1	Evidence of inclusive practice	Letoile, Alison	9/30/2015	Observations/walkthroughs, data chats, child study meeting and iObservation	5/31/2016 weekly
G1.B1.S1.MA1	observations, data chats, lesson plan reviews, feedback, discussions and celebrations	Letoile, Alison	9/17/2015	Observation calendar, iObservation evidence	6/2/2016 monthly
G1.B1.S1.MA1	PDD and Leadership team meetings to plan professional development needs and classroom observations/ walkthroughs	Gallo, Lynne	9/17/2015	Sign-in sheets, agendas, and iObervation	6/2/2016 monthly
G2.MA1	Evidence of technology usage to differentiate instruction	Letoile, Alison	9/30/2015	pre and post conferences and observations	5/31/2016 monthly
G2.B1.S1.MA1	Scheduled observations, feedback, discussions, PDD follow up	Letoile, Alison	9/30/2015	iObservation, technology rubric and surveys	5/31/2016 monthly
G2.B1.S1.MA1	Monitored by PD logs and observations/ walkthroughs	Letoile, Alison	9/30/2015	Sign-in sheets, agendas and iObservation	6/2/2016 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.

G1. Teachers and support staff will utilize inclusive instructional practices to meet the needs of all students. This will be facilitated by professional development, collaborative planning time and in-house brainstorming data teams.

G1.B1 Teacher buy-in

G1.B1.S1 Teachers will be provided with Professional Development on inclusive strategies

PD Opportunity 1

Professional development on inclusive strategies.

Facilitator

Various Facilitators

Participants

Faculty

Schedule

Monthly, from 9/17/2015 to 6/2/2016

Technical Assistance Items

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

G2. Increase the inclusion of technology into differentiated instructional and behavioral approaches.

G2.B1 Lack of funding for technology.

G2.B1.S1 Brainstorming through the technology committee creative uses of existing resources.

PD Opportunity 1

Technical assistance and professional development to increase knowledge of existing resources.

Facilitator

various

Participants

All teachers

Schedule

Monthly, from 9/17/2015 to 5/31/2016

Budget

Budget Data

1	G1.B1.S1.A1	Professional development on inclusive strategies.	$0.00
2	G2.B1.S1.A1	Technical assistance and professional development to increase knowledge of existing resources.	$0.00
		Total:	$0.00