

Sumter District Schools

Bushnell Elementary School



2016-17 Schoolwide Improvement Plan

Bushnell Elementary School

218 W FLANNERY AVE, Bushnell, FL 33513

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	67%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	A*	A	A

**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 Sumter 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Bushnell Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Bushnell Elementary is to foster an environment that provides on-going programs to meet the educational needs and differences of all students in our changing society and to help all students realize success and fulfillment in school and community life.

b. Provide the school's vision statement.

Bushnell Elementary provides a quality staff, an appropriate learning environment and adequate resources to ensure academic, social, and physical growth, enabling students to excel in an ever-changing world.

Our school motto is "A Great Place to Grow".

2. School Environment

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

Teachers use student interests surveys to find out about student's cultures. Parent surveys are also utilized by teachers to determine how to build relationships. We have several parent nights at school to foster relationships and build community involvement including AR nights, science nights, literacy nights, and numerous PTO events.

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

Students at BES receive character education training through Character Connex. Teachers also infuse character education into their classroom lessons and activities. For grades 4-5, PE coaches also address creating an environment of safety and respect at PE with the expectation that students respect each other on the playground and in less structured environments. BES also utilizes the Help Box in the main office. Students are instructed to use the Help Box to report bullying or other negative interactions.

c. 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.

BES utilizes school-wide Positive Behavioral Interventions and Support (PBIS). Students are given Bushnell Bucks for following school expectations and making good choices. Students are then able to spend these at the PBS store. The PBS team meets once a month to review expectations, discipline data, and generate ideas to meet student behavioral needs. Behavioral Expectations are clearly defined in the student and faculty handbook. Teachers follow a school-wide discipline plan. Behavior management plans are also reviewed in faculty meetings and GLC meetings.

d. 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.

We have an on-site counselor for students. Students with more intense needs benefit from services from the district behavior therapist/BCBA. District school psychologists are utilized as needed. In

addition, the district contracts with Lifestream allowing eligible students to receive counseling at school.

3. Early Warning Systems

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

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

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

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	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	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

BES's is always trying to increase parent participation and improve the quality of parental involvement in school related activities. In order to accomplish this, parent activities are scheduled throughout the year at varying times to accommodate parent's schedules. BES annually reviews parent involvement data and writes a Parent Involvement Plan (PIP) that incorporates strategies to build positive relationships with families. Please see the PIP to examine the activities and strategies utilized at BES to increase parent involvement.

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

The school collaborates with several local business/community partners to support school initiatives including PBS, Parent Involvement, and Character Building. Local community resources are provided throughout the year to support the school. Resources are sought based on needs and interests. Several local organizations come to Meet The Teacher to support community-school relationships. Grants are awarded to teachers from several local organizations that provide additional resources in classrooms.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Kinley, Kelly	Principal
Austin, Bonnie	Teacher, K-12
Fort, Susan	Teacher, K-12
Waddell, Brandi	Teacher, K-12
Vigilanti, Tony	Teacher, ESE
Ward, Tiffany	Teacher, K-12
Russ, Jennifer	Instructional Coach
Ferguson, Casey	Assistant Principal
Kelly, LaShandra	Instructional Coach
Strickland, Keri	School Counselor
Holt, Magan	Teacher, K-12
Lollie, Jeannette	Teacher, ESE
Stephenson, Kelli	Teacher, K-12
Johnson, Carol	Teacher, K-12
Tragesser, Kathleen	Teacher, K-12

b. Duties

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

The principal and assistant principal lead the administrative team at BES. Administrators analyze student performance data and data from observations of instructional practice. They then meet with the instructional coaches to determine what professional development needs to be implemented and what topics should be taught in PLCs. Administration also discusses concerns with GLCs to determine the best course of action to take concerning professional development and school policies.

Grade Level Chairs (GLC) meet with administration to discuss school practices, as well as instructional practices. GLCs then meet with their instructional staff bi-monthly to ensure grade level teachers are implementing school policies and instructional practices. Teachers meet bi-monthly to review data in PLCs.

The MTSS resource teacher facilitates all meetings with general education teachers who have students in the MTSS process. The MTSS resource teacher collects progress monitoring data and analyzes the effectiveness of the interventions. The team then meets to review intervention implementation and effectiveness. The MTSS resource teacher meets with the guidance counselor, assistant principal and principal on a frequent basis to discuss progress, goals, necessary adjustments and recommendations to the program. The team meets to review school-wide and class-wide academic and behavioral data.

2. 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.

Title I, Part A:

All Title I schools in the Sumter district have schoolwide programs. The Title I funds that are distributed to the schools are used to implement comprehensive strategies that address the needs of the students and to improve the educational programs for the entire school population with a direct focus on the most academically at risk students. In addition, these funds supplement the school's academic program by providing additional technology, instructional programs, personnel, professional development, opportunities for data analysis, review and revision of curriculum, and parent involvement activities.

Title II

Bushnell Elementary School is allotted Title II funds to be used for teacher training based on the School Improvement Plan goals, teacher Individual Professional Development Plans, district mandates and surveys. Each of these tools are research based strategies that use student data. These resources align with the School Improvement Plan, Strategic Plan, and DIAP. The oversight of all professional development comes from the district.

Title III:

ESOL (English for Speakers of Other Languages) is coordinated through the district. Services to students and parents are provided by the district following state guidelines.

Title X- Homeless:

All new student registrations include a "Residency Questionnaire" which helps to determine if the student is living under homeless conditions. If a student is determined to be living under homeless conditions, the guidance counselor, in coordination with the district homeless contact, work with parents to use district homeless resources to meet student and parent needs.

Violence Prevention Programs:

All Bushnell Elementary students participate in the monthly "Character Connex" program which teaches character education. This program is provided by a local church through a grant by the Division of Juvenile Justice. Bushnell Elementary also implements a school-wide positive behavior support plan throughout the school year.

Nutrition Programs:

Schools participate in the Department of Agriculture's National Lunch Program. Students who participate in the afterschool academic enrichment program are also eligible to receive a snack provided through the National Lunch Program.

VPK:

Voluntary Pre-Kindergarten is offered at each of the four elementary schools to ensure a smooth transition into Kindergarten and an early start to learning. Students participate in VPK five full school days per week and are exposed to literature, social skills, mathematics content, and a print rich environment.

ESE:

Students are placed into ESE programs who are determined to have disabilities based on IDEA regulations. IEPs are reviewed annually. ESE services range from part to full time and may include PT, OT, SLP, and/or behavioral supports.

MTSS:

The school-based problem-solving processes include utilizing universal screening (FCAT, SESAT, SAT 10) that is conducted by school staff. The School based MTSS Leadership Team meets with each general education teacher who have children in the MTSS process to review interventions, implementation, effectiveness, and data collection. The MTSS Leadership team collects progress monitoring data on a bi-weekly basis. The data is analyzed to help determine effectiveness of the interventions and to see if interventions are meeting student's needs.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Kelly Goodwin	Principal
Misty Durham	Parent
Felicia Halley	Parent
Eneida Rodriquez	Parent
Ebony Castle	Parent
Carla Duggs	Business/Community
Jessica Banks	Education Support Employee
LaTura Meikrantz	Parent
Jessica Arnstein	Parent
Noemi Barbieri	Parent
Gloria Boone	Parent
Terri Dewey	Teacher
Teri Douglas	Teacher
Heather Lowery	Business/Community
Audrey Moyer	Parent
Veronica Myers	Parent
Barbara Northcutt	Education Support Employee
Denisha Platt	Parent
Jesus Reyes	Parent
Veronica Reyes	Parent
Heather Smith	Parent
Kim Sommersdorf	Teacher
Amanda Stevenson	Parent
Katherine Strong	Parent
Lacy Taylor	Parent
Kathi Tragesser	Teacher
Brenda Williams	Parent
Dana Williams	Parent
Tiffany Collop	Parent
Magan Holt	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC reviews the previous year's data. The current year's SIP is created in collaboration with the SAC so that revisions can be made based on the data and goals set by the stakeholders.

b. Development of this school improvement plan

The School Advisory Council meets 4 times a year to review and discuss student achievement and data. The members collaborate and provide suggestions to address the current student achievement performance on state and local assessments. All of the information is gathered from the meetings and summarized in the School Improvement Plan. Once all the data is completed, the plan is presented to SAC members to review. Then the SAC members add any additional input for the plan and the final form is presented to the SAC for approval.

c. Preparation of the school's annual budget and plan

SAC funds are allocated and disbursed upon recommendation of the staff and final approval of the SAC membership.

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

The majority of school improvement funds last year were spent on the Saxon Phonics Curriculum purchase for Kindergarten students. Other funds were also spent on Learning Farm technology curriculum. Remaining funds were spent to recognize student achievement.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Kinley, Kelly	Principal
Kinney, Jamie	Teacher, K-12
Johnson, Carol	Teacher, K-12
Russ, Jennifer	Instructional Coach
Ferguson, Casey	Assistant Principal
Tragesser, Kathleen	Teacher, K-12
Baker, Frances	Teacher, K-12
Waddell, Brandi	Instructional Media
Westerkom, Susan	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives of the Literacy Leadership Team are to provide support and resources for the reading curriculum, new writing standards and assessments (FSA), and to analyze assessment data to help drive classroom instruction.

D. Public and Collaborative Teaching

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

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

In August, the concept of creating a positive culture was reviewed in the initial faculty meeting. Teachers are given common planning times with their grade level teachers. In addition, teachers are encouraged to participate in optional PLC's each week for a supplement pay in ELA, Math, Science and Writing.

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

Teacher to Teachers and Troops to Teachers are used as a recruiting process. District/school staff also attend recruiting fairs at various colleges. Potential teachers seek positions that are available on the county website and complete an online application. The hiring protocol for new teachers is followed to the hiring of the best certified personnel.

Responsible Personnel: Lisa Whitman/Allison Nave

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

All new teachers are assigned to a mentor (experienced teacher). Mentor teachers are selected based on years of teaching experience, the specific subject area, and the understanding of the state standards and the district-wide curriculum. The planned mentoring activities include: Complete Sumter County School District New Teacher Program, utilize guided meetings, peer observations, and monthly checklists of teaching responsibilities. Documentation must be submitted to district office at the end of the school year. If teachers are hired prior to the start of school, they attend a four day new teacher induction program.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Sumter County Schools utilizes teachers to develop curriculum maps that are based on the Florida Standards. These maps are reviewed throughout the year to ensure that they are aligned to the standards. In addition, administration monitors where teachers are in the curriculum maps to ensure that all the standards are taught. All materials purchased through the Florida School Book Depository are aligned with the standards or can be used as supplements to ensure that the standards are being taught.

b. Instructional Strategies

1. 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.

The District/school data management system, Performance Matters, houses the data for all state and district assessments and is utilized to access student data. Teachers are given training on Performance Matters to disaggregate the data to guide their instruction. Teachers also have access to PEER and IEP STAR for Progress Monitoring Plans and IEPs. These help teachers target specific skills for students that are struggling.

To elaborate, in grades K-5 FSA is given in Reading, Math, and Science. In grades K-2, DEA is used for reading and math. Kindergarten students also take Discovery Education Assessments, FAIR, and Flicker at the beginning of Kindergarten. Successmaker, an interactive student computer program provides numerous reports in reading and mathematics. Those reports include prescriptive scheduling, last session report, and areas of difficulties. Discovery Education Assessments for reading, math, and science are given several times throughout the year to inform and assess instruction.

Teachers use this information to create flexible groups within their class for small group, differentiated instruction.

2. 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: Summer Program

Minutes added to school year: 6,000

If funding permits, summer school will be available to those students in grade K-5. Emphasis is on English Language Arts, science, writing and math. Differentiated instruction and materials will be provided to meet each child's level of learning. Working in a small group with both a teacher and aide will give each child extra help in mastery of academic skills. Students experience a hands-on learning approach to meet their academic needs during the summer. Students use technology to support learning needs such as Successmaker and Reflex.

Strategy Rationale

Students are provided with additional time to work on skills that they are missing to help close the achievement gap.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ferguson, Casey, casey.ferguson@sumter.k12.fl.us

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

Resource teachers will assist in creating Discovery Education, ELA, and mathematics probes in the form of a pre-test and post-test to determine the effectiveness of the program. SAT-10 will also be administered for 3rd graders to assist in determining promotion to grade 4.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Each spring the schools holds VPK and Kindergarten "Round Ups". During this time parents are assisted with completing required registration forms. Students also participate in a Kindergarten

readiness assessment along with speech and language screeners.

Fifth graders transitioning to the middle school go on a field trip to the feeder middle school to visit. Teachers and guidance counselors meet to discuss specific student concerns. Fifth and sixth grade teachers also observe one another and participate in vertical articulation meetings in which curriculum and expectations are discussed.

Voluntary Pre-Kindergarten is offered at the school for four year olds five days per week, to ensure a smooth transition in to Kindergarten and an early start to learning. During the VPK program students are exposed to school procedures and a print rich environment that mirrors the Kindergarten program. Additional resources available to parents include a VPK social worker and Pre-K specialist.

To elaborate, the majority of the students served by Voluntary Pre-Kindergarten program will attend Bushnell Elementary School and will enter our Kindergarten program with a solid foundation. In order to assist students in a smooth transition from the Pre-Kindergarten program into a Kindergarten classroom, several definitive actions are implemented during the student's attendance in the final grading period of the Pre- Kindergarten program.

"Language for Learning" is used to teach basic words, concepts, and sentence formation as a language development activity; "Number Worlds" is used as the primary math curriculum; "Handwriting Without Tears" will introduce the students to writing as well as letter tracing games and activities; VPK students visit the Kindergarten classrooms; students take home materials to encourage and support learning ;small groups are implemented during the day; and children are assessed three times during the year on oral language, print knowledge, phonological awareness, and math.

VPK and Kindergarten teachers participate in articulation meetings each fall to discuss student placement and areas of need.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.***
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.***
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.***
- 4. 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.***

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** Students will show an increase in achievement in ELA.
- G2.** Students will show an increase in learning gains in Math.
- G3.** Students will show an increase in learning gains in Science.
- G4.** Students and teachers will increase technology use.
- G5.** Parent involvement will increase.
- G6.** The number of students with excessive unexcused absences will decrease.
- G7.** Students will show a decrease in discipline incidents.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Students will show an increase in achievement in ELA. 1a

G083493

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	67.0
ELA/Reading Lowest 25% Gains	64.0
ELA/Reading Gains	65.0

Targeted Barriers to Achieving the Goal 3

- Lack of Background of knowledge and language skills
- Limited vocabulary knowledge, limited integration of knowledge and skills, and limited knowledge and use of conventions

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading PLCs and Reading Resource Teacher that targets grades (3-5)
- Use Saxon Phonics Curriculum Kits in Kindergarten
- ERP's from Great Educators
- Achieve 3000
- Core Connections Training
- DBQs for 4th and 5th

Plan to Monitor Progress Toward G1. 8

Effective ELA Instruction during reading block

Person Responsible

Kelly Kinley

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

2016 FSA results and Discovery Education Assessments

G2. Students will show an increase in learning gains in Math. 1a

G083494

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	75.0
Math Lowest 25% Gains	60.0
Math Gains	64.0

Targeted Barriers to Achieving the Goal 3

- Lack of Math vocabulary and application of math concepts
- Transition to Florida Standards
- Lack of resources for bottom quartile students

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math Resource Teacher
- Go Math!
- Successmaker
- Collaborative Professional Learning Communities across grade levels
-

Plan to Monitor Progress Toward G2. 8

Effective math Instruction during math block

Person Responsible

Casey Ferguson

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

2017 FSA Math, Discovery Education Assessments

G3. Students will show an increase in learning gains in Science. 1a

G083495

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0
Science Achievement District Assessment	75.0

Targeted Barriers to Achieving the Goal 3

- Limited knowledge of real life science exposure
- Students are unfamiliar with major science concepts and vocabulary

Resources Available to Help Reduce or Eliminate the Barriers 2

- Pearson Science interactive materials
- Hands on experiments
- Explore Learning Gizmos
- Vocabulary exposure school wide
- Guest speakers targeted to grade level science standards
- Science Explorers and Science Superstars

Plan to Monitor Progress Toward G3. 8

Effective Science Instruction

Person Responsible

Casey Ferguson

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

walkthroughs, lesson plans, hands on experiments, science journals

G4. Students and teachers will increase technology use. 1a

G083496

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	100.0

Targeted Barriers to Achieving the Goal 3

- Students lack 1:1 use of technology
- Teachers lack resources and training to use Microsoft 365

Resources Available to Help Reduce or Eliminate the Barriers 2

- District provided 1:1 laptops for 5th graders
- Grades 3 and 4 Bring Your Own Device
- District OneNote/365 Professional Development

Plan to Monitor Progress Toward G4. 8

Student assessment data will be collected and monitored to establish effectiveness of 1:1 technology.

Person Responsible

LaShandra Kelly

Schedule

Every 6 Weeks, from 8/10/2016 to 5/31/2017

Evidence of Completion

Student district and classroom formative assessment results.

G5. Parent involvement will increase. 1a

G083497

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	0.0

Targeted Barriers to Achieving the Goal 3

- Time conflicts of scheduled school events and work
- Language barrier

Resources Available to Help Reduce or Eliminate the Barriers 2

- Volunteer Sign-In
- Volunteer Orientation
- Volunteer Profiles
- All Pro Dads
- PTO

Plan to Monitor Progress Toward G5. 8

Increase of parent Involvement

Person Responsible

Magan Holt

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Volunteer Sign-In System

G6. The number of students with excessive unexcused absences will decrease. 1a

G083498

Targets Supported 1b

Indicator	Annual Target
Attendance rate	0.0

Targeted Barriers to Achieving the Goal 3

- Students have limited control getting to school each day.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Positive Behavior Support for students
- Check In System
- Youth and Family Services
- PBS Attendance Incentives for Parents

Plan to Monitor Progress Toward G6. 8

The number of students who have excessive unexcused absences will decrease by 20%.

Person Responsible

Casey Ferguson

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Skyward

G7. Students will show a decrease in discipline incidents. 1a

G083499

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	10.0

Targeted Barriers to Achieving the Goal 3

- Student infractions with other students
- Student infractions with staff

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBS Plan
- PBS store
- PBS Committee
- Character Trainings
- STOP

Plan to Monitor Progress Toward G7. 8

Person Responsible

Schedule

Evidence of Completion

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. Students will show an increase in achievement in ELA. **1**

 G083493

G1.B1 Lack of Background of knowledge and language skills **2**

 B221415

G1.B1.S1 Continuation of uninterrupted, 90 minute reading block and utilizing the district adopted SBR program, "McGraw Hill Reading Wonders" **4**

 S233713

Strategy Rationale

Students receiving 90 minutes using curriculum that is based on the Florida Standards will be more likely to be proficient in reading.

Action Step 1 **5**

Collaborating with Reading Teachers and MTSS/Resource Teacher to discuss ideas/strategies to improve reading instruction in the classroom

Person Responsible

Jennifer Russ

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

PLC agendas and discussion notes from meetings

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

Effective Reading Instruction during 90 minute block time

Person Responsible

Jennifer Russ

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

walkthroughs, lesson plans, and classroom student engagement

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

Effective Reading Instruction during 90 minute reading block

Person Responsible

Jennifer Russ

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

2016 FSA results and Discovery Education Assessments

G1.B1.S2 Strategic placement of 3-5 grade ELA teachers 4

S233714

Strategy Rationale

Review of FSA courses

Action Step 1 5

Design the master schedule to strategically place teachers with greatest results in 5th grade ELA.

Person Responsible

Kelly Kinley

Schedule

On 5/31/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Review of the master schedule; classroom walk thrus; GLCs and PLCs

Person Responsible

Kelly Kinley

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

DEA test scores; FSA test scores

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

G1.B1.S3 ELA Monthly PLCs to review data standards and curriculum. 4

S233715

Strategy Rationale

Action Step 1 5

Review DEA; Successmaker; FSA and other data to target struggling students and monitor standards comprehension.

Person Responsible

Kelly Kinley

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

Walk throughs; PLC minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Use data to drive instruction including the formation and utilization of flexible groups

Person Responsible

Kelly Kinley

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Person Responsible

Schedule

Evidence of Completion

G1.B1.S4 Explicit instruction of roots and affixes, and academic vocabulary. 4

S233716

Strategy Rationale

Boost academic achievement by teaching the most common words that intimidate and/or confuse students.

Action Step 1 5

Explicit vocabulary instruction in roots and affixes and academic language.

Person Responsible

Jennifer Russ

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

Walk-throughs; Lesson Plan Review; PLC minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Vocabulary instruction across grade levels and curriculums

Person Responsible

Jennifer Russ


Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

Student Formative assessment scores; Lesson Plan documentation; Classroom Observations

G1.B1.S5 Bottom quartile will be assigned a mentor and complete Successmaker lab before school each morning. 4

 S233717

Strategy Rationale

Homeroom teachers will serve as bottom quartile mentors; students will complete Successmaker in labs instead of Early Rooms.

Action Step 1 5

Homeroom teachers will select students that are among bottom quartile and develop a schedule for periodic academic and social mentoring.

Person Responsible

Kelly Kinley

Schedule


Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

G1.B2 Limited vocabulary knowledge, limited integration of knowledge and skills, and limited knowledge and use of conventions **2**

 B221416

G1.B2.S1 Continuation of the use of writing instruction and Learning Focused Strategies: extended reading passages, embedded Florida Standards common practice focus, higher order questioning, and skills to enhance the student's vocabulary **4**

 S233718

Strategy Rationale

Continuation of best practices that support the learning of the standards will help students to become proficient on FSA.

Action Step 1 **5**

Data-Based ELA Instruction paired with research-based instructional practices

Person Responsible

Jennifer Russ

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

walkthroughs, lesson plans, classroom student engagement

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

Effective ELA Instruction during reading block

Person Responsible

Kelly Kinley

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

walkthroughs, lesson plans, classroom student engagement

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

Effective ELA Instruction during reading 90 minute block

Person Responsible

Kelly Kinley

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

2015 FSA results and Discovery Education Assessments

G1.B2.S2 Continue to Integrate the technology resource ERP's from Educators. 4

 S233719

Strategy Rationale

Using this technology resource will allow students to deepen reading comprehension skills leading to improved writing.

Action Step 1 5

Integrate the ERP's reading resource.

Person Responsible

Kelly Kinley

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

FSA and DEA Assessment proficiency

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Person Responsible

Schedule

Evidence of Completion

G1.B2.S3 Utilize the Achieve 3000 curriculum resource to guide instruction in reading and writing. 4

S233720

Strategy Rationale

Students need instruction modeled after the FSA style assessment criteria to be successful on the FSA.

Action Step 1 5

Train teachers and implement the use of Achieve 3000 in intermediate classrooms

Person Responsible

Kelly Kinley

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

Teacher use of Achieve 3000 in the classroom; Documented in Lesson Plans and Classroom Walk-throughs

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Implementation of Achieve 3000 in classrooms

Person Responsible

Kelly Kinley

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

FSA; DEA; and classroom formative assessment scores

G2. Students will show an increase in learning gains in Math. 1

G083494

G2.B1 Lack of Math vocabulary and application of math concepts 2

B221418

G2.B1.S1 Continuation of dedicated 90 minute math block and utilizing the district adopted Go Math! textbook, practice book, and manipulatives with data-based instruction 4

S233722

Strategy Rationale

Continuation of a 90 minute math block and data-based instruction will help make more students proficient on the 2017 Math FSA.

Action Step 1 5

Effective use of the 90 minute math block using data-based instruction

Person Responsible

LaShandra Kelly

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

PLC math minutes, and teacher lesson plans

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

Math Instruction

Person Responsible

Casey Ferguson

Schedule

On 5/31/2017

Evidence of Completion

walkthroughs, lesson plans, student engagement during math block

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

Effective Math Instruction during math block

Person Responsible

Casey Ferguson


Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

2017 Math FSA results, Discovery Education Assessments

G2.B1.S2 Repeated exposure of math vocabulary terms for primary and intermediate grade levels 4

 S233723

Strategy Rationale

Students need repeated exposure and use of key math vocabulary to successfully complete questions on the FSA Assessment.

Action Step 1 5

Repeated vocabulary exposure to students using a variety of methods

Person Responsible

Casey Ferguson

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

Classroom walk-throughs; Lesson plan documentation; School vocabulary displays

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

Periodic review of standards and vocabulary used in those standards combined with lesson plan checks.

Person Responsible

Casey Ferguson

Schedule

On 5/31/2017

Evidence of Completion

Classroom Walk-throughs; School Vocabulary displays; Lesson Plan checks

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

Cross - grade level PLCs will be held to determine needs in vocabulary instruction in math.

Person Responsible

Casey Ferguson

Schedule

Every 3 Weeks, from 8/10/2016 to 5/31/2017


Evidence of Completion

Lesson plan; Classroom formative assessments

G2.B2 Transition to Florida Standards 2

 B221419

G2.B2.S1 Provide teachers with trainings and resources to implement FSA and to help assist parents with the transition. 4

 S233724

Strategy Rationale

Knowing FSA expectations will give teachers support to help students to become proficient. Parent involvement will help students be more successful in math.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Person Responsible

Schedule

Evidence of Completion

G2.B2.S2 Strategically assign to teachers to intermediate math classes. 4

S233725

Strategy Rationale

Teachers with greatest success and familiarity with Florida standards will best prepare students for the FSA Assessment.

Action Step 1 5

Align Master Schedule to place high performing teachers in intermediate math.

Person Responsible

Kelly Kinley

Schedule

On 5/31/2017

Evidence of Completion

FSA Learning gains in math

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Periodic Assessment data reviews and Classroom walk-throughs

Person Responsible

Casey Ferguson

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Student scores on district and classroom formative assessments

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Classroom observations and student performance data will determine effectiveness.

Person Responsible

Casey Ferguson

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Student assessment data; FSA Scores

G2.B3 Lack of resources for bottom quartile students 2

 B221420

G2.B3.S1 Monthly Math PLCs to review standards and data 4

 S233726

Strategy Rationale

Teachers need to familiar with the standards and what areas lowest quartile students struggle in mastering.

Action Step 1 5

PLCs will be help with Math teachers to review data and standards

Person Responsible

Casey Ferguson

Schedule

Every 3 Weeks, from 8/10/2016 to 5/31/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

PLC developed strategies, data reports, and shared ideas will be used to drive instruction

Person Responsible

Casey Ferguson

Schedule

Every 3 Weeks, from 8/10/2016 to 5/31/2017

Evidence of Completion

District and Classroom Formative Assessment Scores

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Implementation will be monitored through a PLC schedule, Lesson Plan checks, and walk-throughs.

Person Responsible

Casey Ferguson

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson plans; Walk Through Data; FSA Test Scores

G2.B3.S2 Additional Successmaker lab times for bottom quartile students using the PE waiver and before school/early room times **4**

 S233727

Strategy Rationale

Repeated exposure to math concepts through successmaker programs will increase student proficiency of the Florida Standards.

Action Step 1 **5**

Provide additional access to the computer lab for bottom quartile students.

Person Responsible

Casey Ferguson

Schedule

Daily, from 9/30/2016 to 5/31/2017

Evidence of Completion

Review of student data; selection of students; Sign-in sheets; Assessment scores; Successmaker scores

Plan to Monitor Fidelity of Implementation of G2.B3.S2 **6**

Students will be selected from bottom quartile. Parental permission slips will be provided for PE and early room lab times.

Person Responsible

Casey Ferguson

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

Student sign-in sheets; teacher formative assessments; Successmaker lab reports.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Periodic data chats with teachers regarding bottom quartile students

Person Responsible

Casey Ferguson


Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

Student performance data should show learning gains and standards mastery through participation in extra lab time.

G2.B3.S3 Assign each student in the bottom quartile in math a mentor. 4

 S233728

Strategy Rationale

Individualized support and attention will help students achieve.

Action Step 1 5

Students in bottom quartile will be mentored by the homeroom teacher on a monthly basis.

Person Responsible

Casey Ferguson

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Teachers will assign students from lowest quartile as mentees and document mentoring times in mentor log.

Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

As teachers mentor students in the bottom quartile, documentation of mentoring activities will be recorded in the mentor log.

Person Responsible

Casey Ferguson

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Students will show growth on assessments and increased performance in the classroom.

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7

Periodic mentor log checks

Person Responsible

Casey Ferguson

Schedule

Every 6 Weeks, from 8/10/2016 to 5/31/2017

Evidence of Completion

Teachers that have mentored bottom quartile students will record the mentor sessions in the mentor log.

G3. Students will show an increase in learning gains in Science. 1

G083495

G3.B1 Limited knowledge of real life science exposure 2

B221421

G3.B1.S1 Continue to use interactive lab materials and other resources with students 4

S233729

Strategy Rationale

Interactive activities will help students understand how science can be applied to real life.

Action Step 1 5

Effective Science Instruction using technology resources such as Gizmos

Person Responsible

Casey Ferguson

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

walkthrough, lesson plans, student engagement and experiments

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

Classroom usage of Gizmos on 5th grade 1:1 devices

Person Responsible

Casey Ferguson

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Walkthroughs, Lesson plans

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

Effective Science Instruction using implemented technology

Person Responsible

Casey Ferguson

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

walkthroughs, lesson plans, hands on experiments, 2017 FSA Science Results

G3.B1.S2 Weekly standards based STEAM activities in media lab. 4

 S233730

Strategy Rationale

Students will have additional exposure to interactive science concepts

Action Step 1 5

Science STEAM Labs in schedule media time.

Person Responsible

Brandi Waddell

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Media Science Lab Schedule; Media Lesson Plan documentation

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

STEAM Lab resources will be provided along with a schedule for class participation

Person Responsible

Brandi Waddell

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Scheduled lab walk-throughs; submission of lab schedule

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

Student science assessment scores for FCAT; DEA; and classroom formatives

Person Responsible

Casey Ferguson

Schedule

Every 6 Weeks, from 8/10/2016 to 5/31/2017

Evidence of Completion

Assessment Scores will determine effectiveness and serve as evidence

G3.B1.S3 Monthly guest speakers correlated to curriculum map 4

S233731

Strategy Rationale

Students will be exposed to science experts and learn from real-life science professionals which will boost excitement and engagement in science curriculum.

Action Step 1 5

Guest Speakers relating to science aligned with curriculum standards

Person Responsible

Casey Ferguson

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

A standards aligned guest speaker schedule to provide one speaker monthly per grade level

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Teachers will be provided a schedule for guest speakers and assemble with students for the presentation.

Person Responsible

Casey Ferguson

Schedule

Every 3 Weeks, from 9/1/2016 to 5/1/2017

Evidence of Completion

Feedback from teachers regarding effectiveness of speakers and alignment with standards.

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

The guest speaker schedule will be reviewed during science PLC

Person Responsible

Casey Ferguson

Schedule

Every 3 Weeks, from 9/1/2016 to 5/1/2017

Evidence of Completion

Science DEA and FCAT assessments scores

G3.B2 Students are unfamiliar with major science concepts and vocabulary 2

 B221422

G3.B2.S1 Strategic placement of 5th grade science teachers 4

 S233732

Strategy Rationale

Teachers with the greatest understanding and effectiveness in teaching science standards will instruct 5th grade classes.

Action Step 1 5

Designing the master schedule to strategically place most effective science teachers in 5th grade.

Person Responsible

Kelly Kinley

Schedule

On 5/31/2017

Evidence of Completion

The teachers with the highest science scores will be utilized to instruct science to 5th grade tested students.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Data from Science FCAT 2016 will be reviewed and teachers selected.

Person Responsible

Kelly Kinley

Schedule

On 5/31/2017

Evidence of Completion

Developed master schedule with science blocks and assigned teachers to 5th grade.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Assigned science teachers will monitor student progress using data and lesson development.

Person Responsible


Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson plan checks; Classroom walk-throughs.

G3.B2.S2 Science PLCs to review data and share instructional strategies **4**

 S233733

Strategy Rationale

Teachers will have more resources and ideas to better equip students for science mastery.

Action Step 1 **5**

PLCs will be held to discuss student data and share science strategies.

Person Responsible

Casey Ferguson

Schedule

Every 3 Weeks, from 8/10/2016 to 5/31/2017

Evidence of Completion

PLC Schedule with agendas and sign -in sheets

Plan to Monitor Fidelity of Implementation of G3.B2.S2 **6**

Science teachers from all grade levels will attend the PLCs and implemented discussed strategies.

Person Responsible

Casey Ferguson

Schedule

Every 3 Weeks, from 8/10/2016 to 5/31/2017

Evidence of Completion

PLC sign in sheets; Classroom Walk-throughs; Lesson Plan checks

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Effectiveness will be determined by instructional practices implemented and students performance on the FCAT Science Assessment.

Person Responsible

Casey Ferguson

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson plans; Walk-through data; Science Assessment scores

G3.B2.S3 Provide a two-week after school camp for struggling science students in the spring. 4

 S233734

Strategy Rationale

The after school science program will reinforce and review science material presented throughout the year and prepare students for the assessment.

Action Step 1 5

Design and host a 2-week after school science camp for struggling students.

Person Responsible

Casey Ferguson

Schedule

Biweekly, from 2/1/2017 to 3/31/2017

Evidence of Completion

Science FCAT 2016 scores; DEA data - 5th grade; teacher recommendations

Plan to Monitor Fidelity of Implementation of G3.B2.S3 6

Curriculum will be developed for the science camp; Teachers will be recruited and formative assessments will track student progress.

Person Responsible

Casey Ferguson

Schedule

Biweekly, from 2/1/2017 to 3/31/2017

Evidence of Completion

Science camp schedule; Science camp student attendance/participation

Plan to Monitor Effectiveness of Implementation of G3.B2.S3 7

Effectiveness of the After School Science Camp will be determined by 5th grade student performance on the Science FCAT 2017.

Person Responsible

Casey Ferguson

Schedule

On 4/28/2017

Evidence of Completion

Student Science FCAT assessment data

G4. Students and teachers will increase technology use. 1

G083496

G4.B1 Students lack 1:1 use of technology 2

B221423

G4.B1.S1 Provide workable laptops to all 5th graders and use these laptops daily for instructional purposes. 4

S233735

Strategy Rationale

Research has shown that students with 1:1 devices are more engaged in learning and show increases in skills mastery.

Action Step 1 5

5th grade students will be provided laptops and fidelity checks will be conducted to ensure use of this resource in the classroom.

Person Responsible

LaShandra Kelly

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

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

Student use of the 1:1 devices

Person Responsible

LaShandra Kelly

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Classroom walk-throughs; Lesson plan checks

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

Student assessment results will provide evidence of effectiveness of the 1:1 technology.

Person Responsible

LaShandra Kelly

Schedule


Every 6 Weeks, from 8/10/2016 to 5/31/2017

Evidence of Completion

G4.B2 Teachers lack resources and training to use Microsoft 365 **2**

 B221424

G4.B2.S1 Teachers will become familiar with and utilize office 365 to enhance classroom instruction **4**

 S233736

Strategy Rationale

The use of technology enhances student performance and engagement

Action Step 1 **5**

Teachers will be trained and then utilize office 365 in their classrooms.

Person Responsible

LaShandra Kelly

Schedule

Daily, from 8/10/2016 to 3/31/2017

Evidence of Completion

Classroom walk-throughs; lesson plan checks; PLC participation

Action Step 2 **5**

Teachers will be trained and then utilize office 365 in their classrooms.

Person Responsible

LaShandra Kelly

Schedule

Daily, from 8/10/2016 to 3/31/2017

Evidence of Completion

Classroom walk-throughs; lesson plan checks; PLC participation

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Teachers will attend district and school based office 365 Professional Development

Person Responsible

Casey Ferguson

Schedule

Quarterly, from 8/10/2016 to 3/31/2017

Evidence of Completion

PD Sign-in sheets and agendas

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Teacher use of Office 365 technology in the classroom

Person Responsible

Casey Ferguson

Schedule

Weekly, from 10/24/2016 to 5/31/2017

Evidence of Completion

Classroom walk-throughs; Lesson Plan documentation

G5. Parent involvement will increase. 1

G083497

G5.B1 Time conflicts of scheduled school events and work 2

B221425

G5.B1.S1 Provide access to activities at various times of the day to accomodate conflicts of work schedules 4

S233737

Strategy Rationale

When volunteers can assist the school in different ways, parent/volunteer involvement will increase.

Action Step 1 5

Increase Parent/Volunteer Involvement; educate volunteers on BES volunteer expectations

Person Responsible

Casey Ferguson

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

Volunteer Log

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

Increase Parent/Volunteer Involvement

Person Responsible

Casey Ferguson

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Volunteer Sign-in System

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

Increase Parent/Volunteer Involvement

Person Responsible

Magan Holt

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Volunteer Sign-in System

G5.B1.S2 Install, promote, and utilize the REMIND app for school-wide events 4

 S233738

Strategy Rationale

Parents will get notices on their technology devices of upcoming school events/announcements

Action Step 1 5

Install and use the REMIND app

Person Responsible

Brandi Waddell

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Parent notifications of school events

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Remind App will be used to provide info to parents about events on the school calendar

Person Responsible

Brandi Waddell

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

Parent involvement data at school wide events

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Parents will be surveyed regarding the value of the REMIND app

Person Responsible

Casey Ferguson

Schedule

On 5/1/2017

Evidence of Completion

Parent survey response regarding use and value of the app

G5.B2 Language barrier 2

 B221426

G5.B2.S1 Provide translator on site at the school to provide information to the parents at various activities. 4

 S233739

Strategy Rationale

Having a translator will encourage and enable parent communication.

Action Step 1 5

Increase Parent Involvement by providing translator for parents

Person Responsible

Casey Ferguson

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Parent sign in sheets

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Increase Parent Involvement by utilizing translator

Person Responsible

Casey Ferguson

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Parent sign in sheets

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Increase Parent Involvement by utilizing translator

Person Responsible

Casey Ferguson

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Parent sign in sheets

G6. The number of students with excessive unexcused absences will decrease. 1

G083498

G6.B1 Students have limited control getting to school each day. 2

B221427

G6.B1.S1 Continue to use the Positive Behavior Support system to create a learning environment where students value attendance by rewarding students with perfect attendance. Students will also be referred to Youth and Family Alternatives, Inc, parent contacts, and Child Study Teams will be conducted to help decrease absences. 4

S233740

Strategy Rationale

Lack of attendance is due to lack of support. Families that can receive support from Youth and Family Alternatives, Inc. and feel like they have a partnership with the school will be more likely to send their children to school.

Action Step 1 5

Utilize Skyward to determine weekly perfect attendance.

Person Responsible

Casey Ferguson

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Skyward

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

PBS Rewards provided to students weekly and parents quarterly for perfect attendance

Person Responsible

Casey Ferguson

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Skyward

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

The number of students who have excessive unexcused absences will decrease by 20%.

Person Responsible

Casey Ferguson

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Skyward

G7. Students will show a decrease in discipline incidents. 1

G083499

G7.B1 Student infractions with other students 2

B221428

G7.B1.S1 Student familiarity with the Code of Conduct 4

S233741

Strategy Rationale

Students will understand rules and consequences

Action Step 1 5

Review of District and School-wide Expectations

Person Responsible

Casey Ferguson

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson plan documentation; PBS Reward system

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Completion of Expectations Review schedule in each classroom

Person Responsible

Casey Ferguson

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

The number of discipline referrals

Person Responsible

Casey Ferguson

Schedule

Quarterly, from 8/10/2015 to 5/27/2016


Evidence of Completion

The number of students receiving no discipline referrals

G7.B2 Student infractions with staff 2

 B221429

G7.B2.S1 4

 S233742

Strategy Rationale






















Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G7.MA1  M304261	[no content entered]		No Start Date		No End Date one-time
G2.B2.S1.MA1  M304220	[no content entered]		No Start Date		No End Date once
G2.B2.S1.MA1  M304221	[no content entered]		No Start Date		No End Date once
G2.B2.S1.A1  A299815	[no content entered]		No Start Date		No End Date one-time
G7.B2.S1.A1  A299834	[no content entered]		No Start Date		No End Date one-time
G1.B1.S2.MA1  M304206	[no content entered]		No Start Date		No End Date one-time
G1.B2.S2.MA1  M304213	[no content entered]		No Start Date		No End Date one-time
G1.B1.S3.MA1  M304208	[no content entered]		No Start Date		No End Date one-time
G1.B2.S1.MA1  M304211	Effective ELA Instruction during reading 90 minute block	Kinley, Kelly	8/10/2015	2015 FSA results and Discovery Education Assessments	5/27/2016 weekly
G1.B2.S1.MA1  M304212	Effective ELA Instruction during reading block	Kinley, Kelly	8/10/2015	walkthroughs, lesson plans, classroom student engagement	5/27/2016 weekly
G5.B2.S1.MA1  M304253	Increase Parent Involvement by utilizing translator	Ferguson, Casey	8/10/2015	Parent sign in sheets	5/27/2016 daily
G5.B2.S1.MA1  M304254	Increase Parent Involvement by utilizing translator	Ferguson, Casey	8/10/2015	Parent sign in sheets	5/27/2016 daily
G5.B2.S1.A1  A299831	Increase Parent Involvement by providing translator for parents	Ferguson, Casey	8/10/2015	Parent sign in sheets	5/27/2016 daily
G7.B1.S1.MA1  M304259	The number of discipline referrals	Ferguson, Casey	8/10/2015	The number of students receiving no discipline referrals	5/27/2016 quarterly
G4.B2.S1.MA1  M304247	Teachers will attend district and school based office 365 Professional Development	Ferguson, Casey	8/10/2016	PD Sign-in sheets and agendas	3/31/2017 quarterly
G4.B2.S1.A1  A299827	Teachers will be trained and then utilize office 365 in their classrooms.	Kelly, LaShandra	8/10/2016	Classroom walk-throughs; lesson plan checks; PLC participation	3/31/2017 daily
G4.B2.S1.A2  A299828	Teachers will be trained and then utilize office 365 in their classrooms.	Kelly, LaShandra	8/10/2016	Classroom walk-throughs; lesson plan checks; PLC participation	3/31/2017 daily
G3.B2.S3.MA1  M304242	Curriculum will be developed for the science camp; Teachers will be recruited and formative...	Ferguson, Casey	2/1/2017	Science camp schedule; Science camp student attendance/participation	3/31/2017 biweekly
G3.B2.S3.A1  A299825	Design and host a 2-week after school science camp for struggling students.	Ferguson, Casey	2/1/2017	Science FCAT 2016 scores; DEA data - 5th grade; teacher recommendations	3/31/2017 biweekly
G3.B2.S3.MA1  M304241	Effectiveness of the After School Science Camp will be determined by 5th grade student performance...	Ferguson, Casey	2/1/2017	Student Science FCAT assessment data	4/28/2017 one-time
G5.B1.S2.MA1  M304251	Parents will be surveyed regarding the value of the REMIND app	Ferguson, Casey	8/10/2016	Parent survey response regarding use and value of the app	5/1/2017 one-time

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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
G3.B1.S3.MA1 M304235	The guest speaker schedule will be reviewed during science PLC	Ferguson, Casey	9/1/2016	Science DEA and FCAT assessments scores	5/1/2017 every-3-weeks
G3.B1.S3.MA1 M304236	Teachers will be provided a schedule for guest speakers and assemble with students for the...	Ferguson, Casey	9/1/2016	Feedback from teachers regarding effectiveness of speakers and alignment with standards.	5/1/2017 every-3-weeks
G1.MA1 M304215	Effective ELA Instruction during reading block	Kinley, Kelly	8/10/2016	2016 FSA results and Discovery Education Assessments	5/31/2017 quarterly
G2.MA1 M304230	Effective math Instruction during math block	Ferguson, Casey	8/10/2016	2017 FSA Math, Discovery Education Assessments	5/31/2017 quarterly
G3.MA1 M304243	Effective Science Instruction	Ferguson, Casey	8/10/2016	walkthroughs, lesson plans, hands on experiments, science journals	5/31/2017 weekly
G4.MA1 M304248	Student assessment data will be collected and monitored to establish effectiveness of 1:1...	Kelly, LaShandra	8/10/2016	Student district and classroom formative assessment results.	5/31/2017 every-6-weeks
G5.MA1 M304255	Increase of parent Involvement	Holt, Magan	8/10/2016	Volunteer Sign-In System	5/31/2017 quarterly
G6.MA1 M304258	The number of students who have excessive unexcused absences will decrease by 20%.	Ferguson, Casey	8/10/2016	Skyward	5/31/2017 quarterly
G1.B1.S1.MA1 M304204	Effective Reading Instruction during 90 minute reading block	Russ, Jennifer	8/10/2016	2016 FSA results and Discovery Education Assessments	5/31/2017 daily
G1.B1.S1.MA1 M304205	Effective Reading Instruction during 90 minute block time	Russ, Jennifer	8/10/2016	walkthroughs, lesson plans, and classroom student engagement	5/31/2017 daily
G1.B1.S1.A1 A299805	Collaborating with Reading Teachers and MTSS/Resource Teacher to discuss ideas/strategies to...	Russ, Jennifer	8/10/2016	PLC agendas and discussion notes from meetings	5/31/2017 weekly
G1.B2.S1.A1 A299810	Data-Based ELA Instruction paired with research-based instructional practices	Russ, Jennifer	8/10/2016	walkthroughs, lesson plans, classroom student engagement	5/31/2017 daily
G2.B1.S1.MA1 M304216	Effective Math Instruction during math block	Ferguson, Casey	8/10/2016	2017 Math FSA results, Discovery Education Assessments	5/31/2017 daily
G2.B1.S1.MA1 M304217	Math Instruction	Ferguson, Casey	8/10/2016	walkthroughs, lesson plans, student engagement during math block	5/31/2017 one-time
G2.B1.S1.A1 A299813	Effective use of the 90 minute math block using data-based instruction	Kelly, LaShandra	8/10/2016	PLC math minutes, and teacher lesson plans	5/31/2017 daily
G2.B3.S1.MA1 M304224	Implementation will be monitored through a PLC schedule, Lesson Plan checks, and walk-throughs.	Ferguson, Casey	8/10/2016	Lesson plans; Walk Through Data; FSA Test Scores	5/31/2017 weekly
G2.B3.S1.MA1 M304225	PLC developed strategies, data reports, and shared ideas will be used to drive instruction	Ferguson, Casey	8/10/2016	District and Classroom Formative Assessment Scores	5/31/2017 every-3-weeks
G2.B3.S1.A1 A299817	PLCs will be help with Math teachers to review data and standards	Ferguson, Casey	8/10/2016		5/31/2017 every-3-weeks
G3.B1.S1.MA1 M304231	Effective Science Instruction using implemented technology	Ferguson, Casey	8/10/2016	walkthroughs, lesson plans, hands on experiments, 2017 FSA Science Results	5/31/2017 weekly
G3.B1.S1.MA1 M304232	Classroom usage of Gizmos on 5th grade 1:1 devices	Ferguson, Casey	8/10/2016	Walkthroughs, Lesson plans	5/31/2017 weekly
G3.B1.S1.A1 A299820	Effective Science Instruction using technology resources such as Gizmos	Ferguson, Casey	8/10/2016	walkthrough, lesson plans, student engagement and experiments	5/31/2017 daily
G3.B2.S1.MA1 M304237	Assigned science teachers will monitor student progress using data and lesson development.		8/10/2016	Lesson plan checks; Classroom walk-throughs.	5/31/2017 weekly

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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
G3.B2.S1.MA1 M304238	Data from Science FCAT 2016 will be reviewed and teachers selected.	Kinley, Kelly	8/10/2016	Developed master schedule with science blocks and assigned teachers to 5th grade.	5/31/2017 one-time
G3.B2.S1.A1 A299823	Designing the master schedule to strategically place most effective science teachers in 5th grade.	Kinley, Kelly	8/10/2016	The teachers with the highest science scores will be utilized to instruct science to 5th grade tested students.	5/31/2017 one-time
G4.B1.S1.MA1 M304244	Student assessment results will provide evidence of effectiveness of the 1:1 technology.	Kelly, LaShandra	8/10/2016		5/31/2017 every-6-weeks
G4.B1.S1.MA1 M304245	Student use of the 1:1 devices	Kelly, LaShandra	8/10/2016	Classroom walk-throughs; Lesson plan checks	5/31/2017 weekly
G4.B1.S1.A1 A299826	5th grade students will be provided laptops and fidelity checks will be conducted to ensure use of...	Kelly, LaShandra	8/10/2016		5/31/2017 weekly
G4.B2.S1.MA1 M304246	Teacher use of Office 365 technology in the classroom	Ferguson, Casey	10/24/2016	Classroom walk-throughs; Lesson Plan documentation	5/31/2017 weekly
G5.B1.S1.MA1 M304249	Increase Parent/Volunteer Involvement	Holt, Magan	8/10/2016	Volunteer Sign-in System	5/31/2017 weekly
G5.B1.S1.MA1 M304250	Increase Parent/Volunteer Involvement	Ferguson, Casey	8/10/2016	Volunteer Sign-in System	5/31/2017 monthly
G5.B1.S1.A1 A299829	Increase Parent/Volunteer Involvement; educate volunteers on BES volunteer expectations	Ferguson, Casey	8/10/2016	Volunteer Log	5/31/2017 daily
G6.B1.S1.MA1 M304256	The number of students who have excessive unexcused absences will decrease by 20%.	Ferguson, Casey	8/10/2016	Skyward	5/31/2017 quarterly
G6.B1.S1.MA1 M304257	PBS Rewards provided to students weekly and parents quarterly for perfect attendance	Ferguson, Casey	8/10/2016	Skyward	5/31/2017 quarterly
G6.B1.S1.A1 A299832	Utilize Skyward to determine weekly perfect attendance.	Ferguson, Casey	8/10/2016	Skyward	5/31/2017 weekly
G7.B1.S1.MA1 M304260	Completion of Expectations Review schedule in each classroom	Ferguson, Casey	8/10/2016	Lesson Plans	5/31/2017 weekly
G7.B1.S1.A1 A299833	Review of District and School-wide Expectations	Ferguson, Casey	8/10/2016	Lesson plan documentation; PBS Reward system	5/31/2017 weekly
G1.B1.S2.MA1 M304207	Review of the master schedule; classroom walk thrus; GLCs and PLCs	Kinley, Kelly	8/10/2016	DEA test scores; FSA test scores	5/31/2017 weekly
G1.B1.S2.A1 A299806	Design the master schedule to strategically place teachers with greatest results in 5th grade ELA.	Kinley, Kelly	8/10/2016		5/31/2017 one-time
G1.B2.S2.A1 A299811	Integrate the ERP's reading resource.	Kinley, Kelly	8/10/2016	FSA and DEA Assessment proficiency	5/31/2017 biweekly
G2.B1.S2.MA1 M304218	Cross - grade level PLCs will be held to determine needs in vocabulary instruction in math.	Ferguson, Casey	8/10/2016	Lesson plan; Classroom formative assessments	5/31/2017 every-3-weeks
G2.B1.S2.MA1 M304219	Periodic review of standards and vocabulary used in those standards combined with lesson plan...	Ferguson, Casey	8/10/2016	Classroom Walk-throughs; School Vocabulary displays; Lesson Plan checks	5/31/2017 one-time
G2.B1.S2.A1 A299814	Repeated vocabulary exposure to students using a variety of methods	Ferguson, Casey	8/10/2016	Classroom walk-throughs; Lesson plan documentation; School vocabulary displays	5/31/2017 daily
G2.B2.S2.MA1 M304222	Classroom observations and student performance data will determine effectiveness.	Ferguson, Casey	8/10/2016	Student assessment data; FSA Scores	5/31/2017 weekly

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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
G2.B2.S2.MA1 M304223	Periodic Assessment data reviews and Classroom walk-throughs	Ferguson, Casey	8/10/2016	Student scores on district and classroom formative assessments	5/31/2017 weekly
G2.B2.S2.A1 A299816	Align Master Schedule to place high performing teachers in intermediate math.	Kinley, Kelly	8/10/2016	FSA Learning gains in math	5/31/2017 one-time
G2.B3.S2.MA1 M304226	Periodic data chats with teachers regarding bottom quartile students	Ferguson, Casey	8/10/2016	Student performance data should show learning gains and standards mastery through participation in extra lab time.	5/31/2017 daily
G2.B3.S2.MA1 M304227	Students will be selected from bottom quartile. Parental permission slips will be provided for PE...	Ferguson, Casey	8/10/2016	Student sign-in sheets; teacher formative assessments; Successmaker lab reports.	5/31/2017 daily
G2.B3.S2.A1 A299818	Provide additional access to the computer lab for bottom quartile students.	Ferguson, Casey	9/30/2016	Review of student data; selection of students; Sign-in sheets; Assessment scores; Successmaker scores	5/31/2017 daily
G3.B1.S2.MA1 M304233	Student science assessment scores for FCAT; DEA; and classroom formatives	Ferguson, Casey	8/10/2016	Assessment Scores will determine effectiveness and serve as evidence	5/31/2017 every-6-weeks
G3.B1.S2.MA1 M304234	STEAM Lab resources will be provided along with a schedule for class participation	Waddell, Brandi	8/10/2016	Scheduled lab walk-throughs; submission of lab schedule	5/31/2017 weekly
G3.B1.S2.A1 A299821	Science STEAM Labs in schedule media time.	Waddell, Brandi	8/10/2016	Media Science Lab Schedule; Media Lesson Plan documentation	5/31/2017 weekly
G3.B2.S2.MA1 M304239	Effectiveness will be determined by instructional practices implemented and students performance on...	Ferguson, Casey	8/10/2016	Lesson plans; Walk-through data; Science Assessment scores	5/31/2017 monthly
G3.B2.S2.MA1 M304240	Science teachers from all grade levels will attend the PLCs and implemented discussed strategies.	Ferguson, Casey	8/10/2016	PLC sign in sheets; Classroom Walk-throughs; Lesson Plan checks	5/31/2017 every-3-weeks
G3.B2.S2.A1 A299824	PLCs will be held to discuss student data and share science strategies.	Ferguson, Casey	8/10/2016	PLC Schedule with agendas and sign - in sheets	5/31/2017 every-3-weeks
G5.B1.S2.MA1 M304252	Remind App will be used to provide info to parents about events on the school calendar	Waddell, Brandi	8/10/2016	Parent involvement data at school wide events	5/31/2017 daily
G5.B1.S2.A1 A299830	Install and use the REMIND app	Waddell, Brandi	8/10/2016	Parent notifications of school events	5/31/2017 weekly
G1.B1.S3.MA1 M304209	Use data to drive instruction including the formation and utilization of flexible groups	Kinley, Kelly	8/10/2016		5/31/2017 weekly
G1.B1.S3.A1 A299807	Review DEA; Successmaker; FSA and other data to target struggling students and monitor standards...	Kinley, Kelly	8/10/2016	Walk throughs; PLC minutes	5/31/2017 daily
G1.B2.S3.MA1 M304214	Implementation of Achieve 3000 in classrooms	Kinley, Kelly	8/10/2016	FSA; DEA; and classroom formative assessment scores	5/31/2017 weekly
G1.B2.S3.A1 A299812	Train teachers and implement the use of Achieve 3000 in intermediate classrooms	Kinley, Kelly	8/10/2016	Teacher use of Achieve 3000 in the classroom; Documented in Lesson Plans and Classroom Walk-throughs	5/31/2017 daily
G2.B3.S3.MA1 M304228	Periodic mentor log checks	Ferguson, Casey	8/10/2016	Teachers that have mentored bottom quartile students will record the mentor sessions in the mentor log.	5/31/2017 every-6-weeks
G2.B3.S3.MA1 M304229	As teachers mentor students in the bottom quartile, documentation of mentoring activities will be...	Ferguson, Casey	8/10/2016	Students will show grow on assessments and increased performance in the classroom.	5/31/2017 monthly
G2.B3.S3.A1 A299819	Students in bottom quartile will be mentored by the homeroom teacher on a monthly basis.	Ferguson, Casey	8/10/2016	Teachers will assign students from lowest quartile as mentees and document mentoring times in mentor log.	5/31/2017 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
G3.B1.S3.A1 A299822	Guest Speakers relating to science aligned with curriculum standards	Ferguson, Casey	8/10/2016	A standards aligned guest speaker schedule to provide one speaker monthly per grade level	5/31/2017 monthly
G1.B1.S4.MA1 M304210	Vocabulary instruction across grade levels and curriculums	Russ, Jennifer	8/10/2016	Student Formative assessment scores; Lesson Plan documentation; Classroom Observations	5/31/2017 daily
G1.B1.S4.A1 A299808	Explicit vocabulary instruction in roots and affixes and academic language.	Russ, Jennifer	8/10/2016	Walk-throughs; Lesson Plan Review; PLC minutes	5/31/2017 daily
G1.B1.S5.A1 A299809	Homeroom teachers will select students that are among bottom quartile and develop a schedule for...	Kinley, Kelly	8/10/2016		5/31/2017 biweekly

V. Professional Development Opportunities

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

G1. Students will show an increase in achievement in ELA.

G1.B1 Lack of Background of knowledge and language skills

G1.B1.S1 Continuation of uninterrupted, 90 minute reading block and utilizing the district adopted SBR program, "McGraw Hill Reading Wonders"

PD Opportunity 1

Collaborating with Reading Teachers and MTSS/Resource Teacher to discuss ideas/strategies to improve reading instruction in the classroom

Facilitator

MTSS/Reading Resource Teacher

Participants

Reading Teachers

Schedule

Weekly, from 8/10/2016 to 5/31/2017

G1.B2 Limited vocabulary knowledge, limited integration of knowledge and skills, and limited knowledge and use of conventions

G1.B2.S1 Continuation of the use of writing instruction and Learning Focused Strategies: extended reading passages, embedded Florida Standards common practice focus, higher order questioning, and skills to enhance the student's vocabulary

PD Opportunity 1

Data-Based ELA Instruction paired with research-based instructional practices

Facilitator

Administration/District Office

Participants

Teachers

Schedule

Daily, from 8/10/2016 to 5/31/2017

G2. Students will show an increase in learning gains in Math.

G2.B1 Lack of Math vocabulary and application of math concepts

G2.B1.S1 Continuation of dedicated 90 minute math block and utilizing the district adopted Go Math! textbook, practice book, and manipulatives with data-based instruction

PD Opportunity 1

Effective use of the 90 minute math block using data-based instruction

Facilitator

Math Resource Teacher

Participants

Teachers

Schedule

Daily, from 8/10/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Collaborating with Reading Teachers and MTSS/Resource Teacher to discuss ideas/ strategies to improve reading instruction in the classroom	\$0.00
2	G1.B1.S2.A1	Design the master schedule to strategically place teachers with greatest results in 5th grade ELA.	\$0.00
3	G1.B1.S3.A1	Review DEA; Successmaker; FSA and other data to target struggling students and monitor standards comprehension.	\$0.00
4	G1.B1.S4.A1	Explicit vocabulary instruction in roots and affixes and academic language.	\$0.00
5	G1.B1.S5.A1	Homeroom teachers will select students that are among bottom quartile and develop a schedule for periodic academic and social mentoring.	\$0.00
6	G1.B2.S1.A1	Data-Based ELA Instruction paired with research-based instructional practices	\$0.00
7	G1.B2.S2.A1	Integrate the ERP's reading resource.	\$0.00
8	G1.B2.S3.A1	Train teachers and implement the use of Achieve 3000 in intermediate classrooms	\$0.00
9	G2.B1.S1.A1	Effective use of the 90 minute math block using data-based instruction	\$0.00
10	G2.B1.S2.A1	Repeated vocabulary exposure to students using a variety of methods	\$0.00
11	G2.B2.S1.A1		\$0.00
12	G2.B2.S2.A1	Align Master Schedule to place high performing teachers in intermediate math.	\$0.00
13	G2.B3.S1.A1	PLCs will be help with Math teachers to review data and standards	\$0.00
14	G2.B3.S2.A1	Provide additional access to the computer lab for bottom quartile students.	\$0.00
15	G2.B3.S3.A1	Students in bottom quartile will be mentored by the homeroom teacher on a monthly basis.	\$0.00
16	G3.B1.S1.A1	Effective Science Instruction using technology resources such as Gizmos	\$0.00
17	G3.B1.S2.A1	Science STEAM Labs in schedule media time.	\$0.00
18	G3.B1.S3.A1	Guest Speakers relating to science aligned with curriculum standards	\$0.00
19	G3.B2.S1.A1	Designing the master schedule to strategically place most effective science teachers in 5th grade.	\$0.00
20	G3.B2.S2.A1	PLCs will be held to discuss student data and share science strategies.	\$0.00
21	G3.B2.S3.A1	Design and host a 2-week after school science camp for struggling students.	\$0.00
22	G4.B1.S1.A1	5th grade students will be provided laptops and fidelity checks will be conducted to ensure use of this resource in the classroom.	\$0.00
23	G4.B2.S1.A1	Teachers will be trained and then utilize office 365 in their classrooms.	\$0.00
24	G4.B2.S1.A2	Teachers will be trained and then utilize office 365 in their classrooms.	\$0.00

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25	G5.B1.S1.A1	Increase Parent/Volunteer Involvement; educate volunteers on BES volunteer expectations	\$0.00
26	G5.B1.S2.A1	Install and use the REMIND app	\$0.00
27	G5.B2.S1.A1	Increase Parent Involvement by providing translator for parents	\$0.00
28	G6.B1.S1.A1	Utilize Skyward to determine weekly perfect attendance.	\$0.00
29	G7.B1.S1.A1	Review of District and School-wide Expectations	\$0.00
30	G7.B2.S1.A1		\$0.00
			Total: \$0.00