Bartram Springs Elementary

2016-17 Schoolwide Improvement Plan

Bartram Springs Elementary

14799 BARTRAM SPRINGS PKWY, Jacksonville, FL 32258

http://www.duvalschools.org/bartramsprings

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	No	26%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	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 was approved by the Duval County School Board on 11/1/2016.

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.

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 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 Bartram Springs Elementary

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	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.

Bartram Springs Eagles will SOAR to attain educational excellence by providing a:

Safe and Nurturing Environment
Opportunities for Character Building
Academic Success through Rigorous Instruction
Relationships with the Community

b. Provide the school's vision statement.

All students are inspired to achieve personal and academic success.

2. School Environment

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

Teachers conference with individual students. Respect and self-esteem are at the heart of every classroom interaction. Teachers listen to children and encourage them to listen to others. Teachers help children understand classroom expectations. They give assignments that allow students to share their experiences and interests.
Teachers encourage classroom discussions that allow students be the center of attention. Teachers redirect children when they engage in challenging behavior. They engage in one-to-one interactions with children and attend extracurricular activities featuring their students.

Students work regularly in small groups helping to foster interactive relationships and build capacity for understanding while working with others.

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

Formed a Positive Behavior Intervention Supports (PBIS) committee to work on the school wide discipline plan.
• Effective Academic Support
• Social skills lessons through Learning for Life curriculum
• Positive, proactive discipline
• Teaching school behavior expectations
• Active supervision and monitoring
• Positive reinforcement systems
• Effective classroom management
• Community and service learning (Student Council, Safety Patrols, National Elementary Honor Society)

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.

Key features of Bartram's School-wide Positive Behavior Support Plan:
•Administrative leadership.
•Team-based implementation.
•Data used for decision making.
•Behavioral expectations defined and taught.
•Appropriate behavior acknowledged and rewarded. Each month, we recognize one student from each classroom as the Outstanding Eagle of the Month.
•Family and community collaboration (working closely with PTA and SAC).
•Teach through multiple examples.
•Address and correct problems where and when they occur when possible.
•Give frequent opportunities for corrective practice.
•Provide effective feedback.
•Provide positive feedback (4:1).
•Monitor for success.
•Model expected behaviors with students and adults.

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.

The social-emotional needs of all students are met through implementation of the following strategies: Social and Emotional Learning (SEL), Positive Behavior Intervention and Supports (PBIS), and Response to Intervention RTI). Training is also provided to staff on how to build positive relationships with students. Our school counselor provides lessons to students on conflict resolution and peer mediation techniques that allow them to take responsibility for maintaining a positive school climate.

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.

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
One or more suspensions, whether in school or out of school
Course failure in English Language Arts or Mathematics
A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

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	4	9	13	13	6	8	0	0	0	0	0	0	0	53
One or more suspensions	0	0	1	2	0	2	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	2	6	3	0	1	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	9	25	12	0	0	0	0	0	0	0	46
	0	0	0	0	0	0	0	0	0	0	0	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	3	13	17	17	11	14	0	0	0	0	0	0	0	75

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

- Response to Intervention (RTI)
- Part time reading tutors are used as a safety net for students scoring in the lowest 25%
- Administrators and the reading coaches provide professional development support to teachers
- Implementation of Achieve 3000 in Grades 3 -5
- i-Ready for Reading and Math in grades K - 5
- Before and after school tutoring

B. Family and Community Engagement

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).

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. § 6314(b)(1)(F).

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

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

2. Description

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

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 has continued to build and sustain relationships in the community. Our business and faith-based partners help to provide various support systems to families to meet individual needs and honor

specific interests. Businesses' host spirit nights and other programs where the school receives a percentage of the profits to fund awards and incentives for students. Our business and faith-based partners also step in to support school events designed to promote teacher morale and academic achievement.

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
Wright, Kimberley	Principal
Kirkland, Katherine	Assistant Principal
Short, Shqyponja	Teacher, K-12
Pitts, Ingrid	Instructional Coach
Bartley, Cynthia	Assistant Principal
Clements, Vicki	Teacher, K-12
Plish, Tracie	Teacher, K-12
Parrish, Kim	Teacher, K-12
McArthur, Christine	School Counselor
St. John, Kristi	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.

Principal-Communicate a clear and common vision, demonstrate effective leadership practices to create a climate that supports and sustains staff during a reform process, provide personnel resources and logistical support for the implementation of the model.

Assistant Principals-Monitor implementation, modify training, technical assistance and support to sustain implementation, model the problem-solving process at the district level through the consistent use of data for decisions that improve student performance and the skills of the professional staff, ensure the use of program evaluation to evaluate the impact of implementation, and share data with staff.

Reading Coaches-Work to support teacher learning, teaching, coaching, and leading school reading programs. Focuses on providing professional development for teachers by providing them with the additional support needed to implement various instructional programs and practices.

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.

Bartram Springs incorporates common planning time for teachers into the daily school schedule. We maximize instructional time and create longer blocks of time for academic subjects, especially literacy and math. We meet student needs in instructional focus and also reduce specialized and pull-out programs for specific groups of students and teachers. Structures support personal relationships between students and teachers. We invest more resources in prevention than in remediation. All adults (including specialists, administrators, and paraprofessionals) have an explicit role in supporting improved student learning.

Significant resources are allocated for professional development to support the school's comprehensive school reform design. All school programs and funds--including funds from special programs as well as external and private funds--support the academic processes. Technology is integrated as a tool to support the comprehensive school reform design.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Laura Leuthold	Parent
Tiffany Sorrells	Teacher
Calvin Simon	Teacher
Swati Athavale	Education Support Employee
Matthew Hamann	Parent
Margo Crafton	Business/Community
Kim Wright	Principal
Ingrid Pitts	Teacher
Colleen Walsh	Teacher
Daylynne Eyster	Parent

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

At the first SAC meeting of the 2016-17 school year, members discussed current school data, the 2015-16 school improvement plan, and the changes planned for the current year. Members were invited to revisit the plan from the previous year on the FLDOE website and offer further feedback as the school improvement teams work to create the plan for the current school year.

b. Development of this school improvement plan

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

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

The SAC assists in the preparation and evaluation of the school's improvement plan and in the preparation of the school's annual budget, as well as other functions assigned to it by the district

school board. Monies received by the school for implementation of its school improvement plan may only be spent on programs or projects selected by the School Advisory Council. The school leadership team will work collaboratively with the SAC to decide on the use of funds to support the plan. Additionally, if the school receives a financial award pursuant to the Florida School Recognition Program, then the SAC, jointly with school staff, determine how to distribute the award, within statutory parameters.

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

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

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.

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

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

b. Duties

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

To initiate and sustain change efforts in literacy instruction at the school level. The LLT will analyze data, provide input into the School Improvement Plan based on findings, and monitor the progress of literacy goals and objectives throughout the year. The LLT will monitor the progress of literacy initiatives and develop a plan for effective communication. The Lead Literacy Team will also take part in the development of staff professional development in some of the following areas:

Student Engagement
Consistent and Effective Use of Student Reading Conferences
Increase Student Reading of Non-Fiction Text
Tier II and III Interventions
Effective Use of Student Reading and Science Journals
Family Literacy Night
Continued Implementation of Florida Standards
Integration of Literacy Skills across the curriculum in Science

D. 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).

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

Engage the full faculty in activities and discussions related to the school's mission, vision, and core values. Make new teachers feel welcome.
Create—and support—meaningful opportunities for teachers to work collaboratively. Identify ways to increase and/or improve faculty communication. Choose a professional development model that promotes relationship-building.
The Resource Schedule is designed to support regular collaborative work time for teachers. Each grade level meets every week for common planning led by the Administrative Team. In addition, early dismissal professional development is scheduled to allow collaborative planning for grade levels as a whole.
Reading coach and administration support professional development needs.
Early dismissal professional development also includes specific team-building activities planned by administration and/or teacher leaders.

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

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

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

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

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.

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

At BSE, we will continue to implement the district curriculum - Duval Reads and Duval Math. The curriculum is rigorous and aligned to the Florida Standards. Teachers will also use blended learning tools such as i-Ready, Achieve 3000 (intermediate grades) and PENDA (5th grade only) to supplement instruction.

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.

Teachers use student data from various sources to differentiate instruction for their students. At the beginning of the year, baseline and diagnostic assessments are administered to all students. This includes i-Ready Reading and Math, Achieve 3000 and District Baseline Assessments for Reading and Math (in grades 3 and 4) and Science (grades 3 - 5).

Teachers use the Instructional Grouping Profiles from iReady to identify student deficiencies and plan their student groups. The teachers are able to dig into the data to identify specific skills in need of remediation, such as phonics, phonological awareness, etc.

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: Extended School Day
Minutes added to school year: 2,520

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

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.

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

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

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"Â? 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. If Bartram Springs Elementary implements a tiered system of supports for teachers and students, then instruction and student achievement will improve in all academic core areas by 5% in English Language Arts, 3% in Math and 10% in Science.

G2. If we focus on developing the whole child and provide a safe and respectful learning environment, then the school climate and culture will improve.

G3. If we integrate ELA & Science instruction and teach Science with fidelity in grades K - 5, we will increase student proficiency in Science.

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. If Bartram Springs Elementary implements a tiered system of supports for teachers and students, then instruction and student achievement will improve in all academic core areas by 5% in English Language Arts, 3% in Math and 10% in Science. 1a

🔑 G086385

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	77.0
FSA Mathematics Achievement	93.0
FCAT 2.0 Science Proficiency	84.0

Targeted Barriers to Achieving the Goal 3

- Center activities not aligned to student data.
- Students lack stamina and independence to read long passages of text.

Resources Available to Help Reduce or Eliminate the Barriers 2

- iReady and Achieve Data
- Curriculum Guides and Lesson Plans
- Close Reading passages
- Part-time Reading Tutors

Plan to Monitor Progress Toward G1. 8

Monthly student performance reports will be monitored to determine progress towards the reading, math and science goals.

Person Responsible
Kimberley Wright

Schedule
Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion
Monthly student performance reports

G2. If we focus on developing the whole child and provide a safe and respectful learning environment, then the school climate and culture will improve. 1a

🔍 G086386

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Student	
School Climate Survey - Staff	
School Climate Survey - Parent	

Targeted Barriers to Achieving the Goal 3

- Lack of time to implement Character Education curriculum.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Insight and Gallup Surveys

- Bartram Bucks distributed used to reinforce positive behavior in the cafeteria and resource classes.

- Learning for Life lessons

Plan to Monitor Progress Toward G2. 8

Teachers will complete the Lesson Implementation Form each month.

Person Responsible
Christine McArthur

Schedule
Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion
The Lesson Implementation Forms will reflect the frequency of lessons taught each month.

G3. If we integrate ELA & Science instruction and teach Science with fidelity in grades K - 5, we will increase student proficiency in Science. 1a

🔍 G086387

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	84.0

Targeted Barriers to Achieving the Goal 3

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

- Balancing instructional time between ELA, Math and Science.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Scott Foresman Interactive Science, Worktext Grade 5, Leveled Readers

- Student Journals

- DCPS Science Aligned Investigations

- Reading Coach

- PENDA

Plan to Monitor Progress Toward G3. 8

Student performance on Baseline and Mid-Year Science Progress Monitoring Assessments.

Person Responsible
Katherine Kirkland

Schedule
Quarterly, from 9/1/2016 to 1/31/2017

Evidence of Completion
Student performance on Baseline and Mid-Year Science Progress Monitoring Assessments.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step 🔑 S123456 = Quick Key

G1. If Bartram Springs Elementary implements a tiered system of supports for teachers and students, then instruction and student achievement will improve in all academic core areas by 5% in English Language Arts, 3% in Math and 10% in Science. 1

🔑 G086385

G1.B1 Center activities not aligned to student data. 2

🔑 B229556

G1.B1.S1 Teachers will use baseline assessments, teacher-made assessments, module assessements, iReady and Achieve 3000 data to plan instruction for small groups. 4

🔑 S242179

Strategy Rationale

Small group instruction must be prescriptive to the needs of the students.

Action Step 1 5

Teachers will analyze student data during Admin-Led common planning to identify student deficiencies.

Person Responsible

Katherine Kirkland

Schedule

Biweekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

The administrative team will monitor student data throughout the school year. Common planning agendas will also reflect teacher collaboration and analysis of student data.

Action Step 2 5

Teachers will analyze student data during Admin-Led common planning to identify student deficiencies.

Person Responsible

Cynthia Bartley

Schedule

Biweekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

The administrative team will monitor student data throughout the school year. Common planning agendas will also reflect teacher collaboration and analysis of student data.

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

The admin team will visit classrooms weekly to review small group lesson plans.

Person Responsible

Kimberley Wright

Schedule

Weekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Admin will be looking for small group plans aligned to student data during weekly visits.

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

The admin team will visit classrooms weekly to review small group lesson plans.

Person Responsible

Kimberley Wright

Schedule

Weekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Admin will be looking for small group plans aligned to student data during weekly visits.

G1.B3 Students lack stamina and independence to read long passages of text. `2`

🔑 B229558

G1.B3.S1 Use Close Reading strategies to build confidence when working with grade level texts. `4`

🔑 S242180

Strategy Rationale

Students lack stamina and independence in working with long, complex reading passages.

Action Step 1 `5`

The Reading Coach will collaborate with ELA teachers to identify strategies to support students with reading difficult text.

Person Responsible

Ingrid Pitts

Schedule

Weekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

The Reading Coach will monitor monthly Achieve reports.

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

The admin team will monitor small group instruction weekly to look for alignment of centers to student needs.

Person Responsible

Kimberley Wright

Schedule

Weekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Notes from classroom walk-throughs will be kept in the admin monitoring log.

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

The admin team will monitor small group instruction weekly to look for alignment of centers to student needs.

Person Responsible

Kimberley Wright

Schedule

Weekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Notes from classroom walk-throughs will be kept in the admin monitoring log.

G1.B3.S2 Give students more opportunities for independent reading outside of an assessment or practice. `4`

🔑 S242181

Strategy Rationale

Students need to build stamina and independence when tackling difficult text.

Action Step 1 `5`

During the center rotation block, teachers will provide students with opportunities for independent practice.

Person Responsible

Ingrid Pitts

Schedule

Biweekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Small group lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

The admin team will observe center rotations during classroom walk-throughs.

> **Person Responsible**
>
> Kimberley Wright
>
> **Schedule**
>
> Weekly, from 9/1/2016 to 5/31/2017
>
> ***Evidence of Completion***
>
> Small group lesson plans.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

The admin team will observe center rotations during classroom walk-throughs.

> **Person Responsible**
>
> Kimberley Wright
>
> **Schedule**
>
> Weekly, from 9/1/2016 to 5/31/2017
>
> ***Evidence of Completion***
>
> Small group lesson plans

G2. If we focus on developing the whole child and provide a safe and respectful learning environment, then the school climate and culture will improve. 1

🔑 G086386

G2.B2 Lack of time to implement Character Education curriculum. 2

🔑 B229561

G2.B2.S1 Teach Learning for Life lessons with fidelity with the ELA curriculum in Grades 3 -5. 4

🔑 S242183

Strategy Rationale

Character Education lessons are important to reinforce appropriate social skills.

Action Step 1 5

The school counselor will monitor the implementation of the Learning for Life Curriculum.

Person Responsible

Christine McArthur

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

The school counselor will collect the lesson implementation forms to submitted every month.

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

Teachers will complete Lesson Implementation Forms each month.

Person Responsible

Christine McArthur

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

The Lesson Implementation Forms will reflect the frequency of lessons taught each month.

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

Teachers will complete Lesson Implementation Forms each month.

Person Responsible

Christine McArthur

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

The Lesson Implementation Forms will reflect the frequency of lessons taught each month.

G3. If we integrate ELA & Science instruction and teach Science with fidelity in grades K - 5, we will increase student proficiency in Science. `1`

🔑 G086387

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

🔑 B229562

G3.B1.S1 Continue to implement a STEM lab. Classes will visit the lab based on a rotating schedule. `4`

🔑 S242184

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Katherine Kirkland

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Data from the district baseline and progress monitoring aseesments will be analyzed and monitored for effectiveness and student progress. Science lab data documented in journals will be monitored.

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

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

Person Responsible

Katherine Kirkland

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Data from the district baseline assessment and progress monitoring assessments will be analyzed and monitored for the effectiveness and student progress. Science lab data documented in journals will be monitored.

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

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

Person Responsible

Katherine Kirkland

Schedule

Weekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Data from the district baseline assessment and progress monitoring assessments will be analyzed and monitored for the effectiveness and student progress. Science lab data documented in journals will be monitored.

G3.B2 Balancing instructional time between ELA, Math and Science. 2

🔑 B229563

G3.B2.S1 Use of science-based Achieve articles and science readers in reading instruction to solidify science content while improving reading skills. 4

🔑 S242185

Strategy Rationale

In order to help with the time constraints for Science instruction, Science must be integrated within the ELA instructional block.

Action Step 1 5

Science-based Achieve articles and science readers will be used for instruction in both ELA and Science classrooms

Person Responsible

Ingrid Pitts

Schedule

Biweekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Lesson plans for both ELA and science.

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

Science-based Achieve articles and science readers will be used for instruction in both ELA and Science classrooms

Person Responsible

Ingrid Pitts

Schedule

Biweekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Lesson Plans for both ELA and Science.

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

The admin team will conduct classroom walk-throughs to ensure that Science is taught daily.

Person Responsible

Cynthia Bartley

Schedule

Biweekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Lesson Plans

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					
G3.MA1 🔑 M323500	Student performance on Baseline and Mid-Year Science Progress Monitoring Assessments.	Kirkland, Katherine	9/1/2016	Student performance on Baseline and Mid-Year Science Progress Monitoring Assessments.	1/31/2017 quarterly
G1.MA1 🔑 M323492	Monthly student performance reports will be monitored to determine progress towards the reading,...	Wright, Kimberley	8/22/2016	Monthly student performance reports	5/31/2017 monthly
G2.MA1 🔑 M323495	Teachers will complete the Lesson Implementation Form each month.	McArthur, Christine	9/1/2016	The Lesson Implementation Forms will reflect the frequency of lessons taught each month.	5/31/2017 monthly
G1.B1.S1.MA1 🔑 M323486	The admin team will visit classrooms weekly to review small group lesson plans.	Wright, Kimberley	9/1/2016	Admin will be looking for small group plans aligned to student data during weekly visits.	5/31/2017 weekly
G1.B1.S1.MA1 🔑 M323487	The admin team will visit classrooms weekly to review small group lesson plans.	Wright, Kimberley	9/1/2016	Admin will be looking for small group plans aligned to student data during weekly visits.	5/31/2017 weekly
G1.B1.S1.A1 🔑 A313464	Teachers will analyze student data during Admin-Led common planning to identify student...	Kirkland, Katherine	9/1/2016	The administrative team will monitor student data throughout the school year. Common planning agendas will also reflect teacher collaboration and analysis of student data.	5/31/2017 biweekly
G1.B1.S1.A2 🔑 A313465	Teachers will analyze student data during Admin-Led common planning to identify student...	Bartley, Cynthia	9/1/2016	The administrative team will monitor student data throughout the school year. Common planning agendas will also reflect teacher collaboration and analysis of student data.	5/31/2017 biweekly
G1.B3.S1.MA1 🔑 M323488	The admin team will monitor small group instruction weekly to look for alignment of centers to...	Wright, Kimberley	9/1/2016	Notes from classroom walk-throughs will be kept in the admin monitoring log.	5/31/2017 weekly
G1.B3.S1.MA1 🔑 M323489	The admin team will monitor small group instruction weekly to look for alignment of centers to...	Wright, Kimberley	9/1/2016	Notes from classroom walk-throughs will be kept in the admin monitoring log.	5/31/2017 weekly
G1.B3.S1.A1 🔑 A313466	The Reading Coach will collaborate with ELA teachers to identify strategies to support students...	Pitts, Ingrid	9/1/2016	The Reading Coach will monitor monthly Achieve reports.	5/31/2017 weekly
G2.B2.S1.MA1 🔑 M323493	Teachers will complete Lesson Implementation Forms each month.	McArthur, Christine	9/1/2016	The Lesson Implementation Forms will reflect the frequency of lessons taught each month.	5/31/2017 monthly
G2.B2.S1.MA1 🔑 M323494	Teachers will complete Lesson Implementation Forms each month.	McArthur, Christine	9/1/2016	The Lesson Implementation Forms will reflect the frequency of lessons taught each month.	5/31/2017 monthly
G2.B2.S1.A1 🔑 A313468	The school counselor will monitor the implementation of the Learning for Life Curriculum.	McArthur, Christine	9/1/2016	The school counselor will collect the lesson implementation forms to submitted every month.	5/31/2017 monthly
G3.B2.S1.MA1 🔑 M323498	The admin team will conduct classroom walk-throughs to ensure that Science is taught daily.	Bartley, Cynthia	9/1/2016	Lesson Plans	5/31/2017 biweekly
G3.B2.S1.MA1 🔑 M323499	Science-based Achieve articles and science readers will be used for instruction in both ELA and...	Pitts, Ingrid	9/1/2016	Lesson Plans for both ELA and Science.	5/31/2017 biweekly
G3.B2.S1.A1 🔑 A313470	Science-based Achieve articles and science readers will be used for instruction in both ELA and...	Pitts, Ingrid	9/1/2016	Lesson plans for both ELA and science.	5/31/2017 biweekly
G1.B3.S2.MA1 🔑 M323490	The admin team will observe center rotations during classroom walk-throughs.	Wright, Kimberley	9/1/2016	Small group lesson plans	5/31/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S2.MA1 🔑 M323491	The admin team will observe center rotations during classroom walk-throughs.	Wright, Kimberley	9/1/2016	Small group lesson plans.	5/31/2017 weekly
G1.B3.S2.A1 🔑 A313467	During the center rotation block, teachers will provide students with opportunities for independent...	Pitts, Ingrid	9/1/2016	Small group lesson plans.	5/31/2017 biweekly
G3.B1.S1.MA1 🔑 M323496	Create a science lab schedule for investigations to be done weekly in the classroom or Science Lab.	Kirkland, Katherine	8/15/2016	Data from the district baseline assessment and progress monitoring assessments will be analyzed and monitored for the effectiveness and student progress. Science lab data documented in journals will be monitored.	6/1/2017 weekly
G3.B1.S1.MA1 🔑 M323497	Create a science lab schedule for investigations to be done weekly in the classroom or Science Lab....	Kirkland, Katherine	9/1/2016	Data from the district baseline assessment and progress monitoring assessments will be analyzed and monitored for the effectiveness and student progress. Science lab data documented in journals will be monitored.	6/2/2017 weekly
G3.B1.S1.A1 🔑 A313469	Create a science lab schedule for investigations to be done weekly in the classroom or science lab....	Kirkland, Katherine	9/1/2016	Data from the district baseline and progress monitoring aseesments will be analyzed and monitored for effectiveness and student progress. Science lab data documented in journals will be monitored.	6/2/2017 weekly

V. Professional Development Opportunities

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

G1. If Bartram Springs Elementary implements a tiered system of supports for teachers and students, then instruction and student achievement will improve in all academic core areas by 5% in English Language Arts, 3% in Math and 10% in Science.

G1.B1 Center activities not aligned to student data.

G1.B1.S1 Teachers will use baseline assessments, teacher-made assessments, module assessements, iReady and Achieve 3000 data to plan instruction for small groups.

PD Opportunity 1

Teachers will analyze student data during Admin-Led common planning to identify student deficiencies.

Facilitator

Kim Wright

Participants

All K - 5 Classroom teachers.

Schedule

Biweekly, from 9/1/2016 to 5/31/2017

PD Opportunity 2

Teachers will analyze student data during Admin-Led common planning to identify student deficiencies.

Facilitator

Kim Wright

Participants

All K - 5 Classroom teachers.

Schedule

Biweekly, from 9/1/2016 to 5/31/2017

G1.B3 Students lack stamina and independence to read long passages of text.

G1.B3.S1 Use Close Reading strategies to build confidence when working with grade level texts.

PD Opportunity 1

The Reading Coach will collaborate with ELA teachers to identify strategies to support students with reading difficult text.

Facilitator

Ingrid Pitts

Participants

3rd - 5th ELA teachers

Schedule

Weekly, from 9/1/2016 to 5/31/2017

G1.B3.S2 Give students more opportunities for independent reading outside of an assessment or practice.

PD Opportunity 1

During the center rotation block, teachers will provide students with opportunities for independent practice.

Facilitator

Ingrid Pitts and Suzannah Williams

Participants

K - 5 ELA teachers

Schedule

Biweekly, from 9/1/2016 to 5/31/2017

G2. If we focus on developing the whole child and provide a safe and respectful learning environment, then the school climate and culture will improve.

G2.B2 Lack of time to implement Character Education curriculum.

G2.B2.S1 Teach Learning for Life lessons with fidelity with the ELA curriculum in Grades 3 -5.

PD Opportunity 1

The school counselor will monitor the implementation of the Learning for Life Curriculum.

Facilitator

Mrs. McArthur or Learning for Life facilitator

Participants

K - 5 ELA teachers

Schedule

Monthly, from 9/1/2016 to 5/31/2017

G3. If we integrate ELA & Science instruction and teach Science with fidelity in grades K - 5, we will increase student proficiency in Science.

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

G3.B1.S1 Continue to implement a STEM lab. Classes will visit the lab based on a rotating schedule.

PD Opportunity 1

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

Facilitator

Science Lead Teacher

Participants

All science teachers

Schedule

Weekly, from 9/1/2016 to 6/2/2017

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	Teachers will analyze student data during Admin-Led common planning to identify student deficiencies.				$0.00
2	G1.B1.S1.A2	Teachers will analyze student data during Admin-Led common planning to identify student deficiencies.				$6,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1611 - Bartram Springs Elementary	School Improvement Funds		$6,400.00
			Notes: 8 laptops will be purchased to complete a laptop cart. in doing this, each grade level will have a laptop cart to use for blended learning lessons on iReady and Achieve 3000.			
3	G1.B3.S1.A1	The Reading Coach will collaborate with ELA teachers to identify strategies to support students with reading difficult text.				$0.00
4	G1.B3.S2.A1	During the center rotation block, teachers will provide students with opportunities for independent practice.				$0.00
5	G2.B2.S1.A1	The school counselor will monitor the implementation of the Learning for Life Curriculum.				$0.00
6	G3.B1.S1.A1	Create a science lab schedule for investigations to be done weekly in the classroom or science lab. Have students reflect their learning in their interactive journals.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1611 - Bartram Springs Elementary	School Improvement Funds		$0.00
			Notes: A portion of the School Improvement Funds will be used to purchase 8 student laptops to provide more access for blended learning activities.			
7	G3.B2.S1.A1	Science-based Achieve articles and science readers will be used for instruction in both ELA and Science classrooms				$0.00
					Total:	$6,400.00