Polk County Public Schools

Bartow Elementary Academy

2016-17 Schoolwide Improvement Plan

Bartow Elementary Academy

590 WILSON AVE S, Bartow, FL 33830

http://www.bartowacademy.com/

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 KG-5	No	33%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

School Grades History

Year	2017-18	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 is pending approval by the Polk 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.

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 Bartow Elementary Academy

DA Region and RED	DA Category and Turnaround Status
Southwest -	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.

Bartow Elementary Academy is a family partnership inspiring today's learners to become tomorrow's leaders.

b. Provide the school's vision statement.

Bartow Elementary Academy is a family partnership dedicated to inspiring and preparing learners to become productive global citizens. Our desire is for everyone to use life skills, technology, and innovative experiences to build tomorrow's leaders.

2. School Environment

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

The process for learning about students' cultures and building a relationship with students begins when students are first accepted to Bartow Elementary Academy and is ongoing. For kindergartners, building the bridge to understand cultures and developing relationships begins at new parent orientation, which is held each May for the incoming fall kindergartners and their parents. During this orientation, the students are divided into groups and participate in various activities that allow the staff to interact with them and observe their basic skills. Information gathered from these observations and parent questionnaires allow the school to gather data on demographics, prior knowledge, social and emotional levels, and preschool experiences. This information gives teachers a glimpse at each students' capabilities academically, socially, and personally. Teachers build relationships with students in their daily contact and interaction. This is done through smiles, warm welcomes, and words of praise and encouragement. Bartow Elementary Academy believes relationships are the key to academic success. Teachers take pride in getting to know each student and their family. CHAMPS expectations are being implemented this school year.

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

Our school expectations set the stage for providing a positive and safe learning environment. These expectations are based on the Bartow Elementary Academy Knights PBS which includes respect, responsibility, cooperation, safety, and the ability to problem solve. The expectations are incorporated into authentic situations that students may encounter with adults and other students on campus. Students are also taught twenty-one life skills that help foster a sense of family and community in which everyone is valued. CHAMPS has been introduced and is being implemented to support clear communication of our expectations throughout all areas of the school as well as with our parents and other stakeholders.

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.

A clear set of school-wide expectations and consequences are used by all teachers in all classrooms. The consequences involve strategies to help the students reflect on inappropriate choice that was

made and focus on appropriate grade level choices. Teachers keep a tracking form for each student, and after four marks are received on the card, the teacher schedules a parent conference in which administration is in attendance. Those in attendance at the conference discuss a positive behavior plan to be implemented.

At the end of each nine-week grading period, students are recognized for their behavior. Students who receive two or less marks on the tracking form for behavior infractions are honored as super citizens and those receiving four or less marks are recognized as good citizens. This is done at an awards ceremony held in the auditorium, with parents invited to attend.

Classes are involved in earning shields on daily basis. Shields are earned for attendance, being in dress uniform, and meeting the school expectations. Classes meeting the shield goals are rewarded each nine weeks. Rewards include such things as crazy sock day, favorite team jersey day, and wacky hair day.

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.

Students social and emotional needs are meet through the life skill lessons as well as character education lessons that take place once a week. Students needing extra support may be paired with a peer, older student, or staff member. Teachers also refer students to the school guidance counselor when they observe students who have needs not being meet by the class lessons and pairings. Guidance may set up individual or small group lessons based on need. Guidance requests services offered by the district if they are needed and refers parents to outside resources on an as-needed basis.

3. Early Warning Systems

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

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

Based on 2015-16 data from IDEAS - N/A.

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	14	13	10	16	13	22	0	0	0	0	0	0	0	88
One or more suspensions	8	6	3	1	2	7	0	0	0	0	0	0	0	27
Course failure in ELA or Math	2	2	0	0	0	0	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	1	8	9	0	0	0	0	0	0	0	18

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	

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

The county-wide School Messenger System notifies parents of student absences daily through email and/or phone. Teachers phone parents of a student who is absent 3 days or more days in a row. Attendance letters are sent to the parents of students who are absent 5 days. The social worker and terminal operator work together to maintain accurate attendance records. Administrators and teachers have a face-to-face conference with parents as soon as a teacher becomes concerned with a student's attendance. The school-wide Knight's Expectations reinforces daily attendance. Each homeroom receives a shield for perfect attendance. Shields accumulate each nine weeks and classes meeting the goal are rewarded. After-school tutoring is provided for 10 weeks starting in January to struggling students.

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

Bartow Elementary Academy host an annual volunteer orientation each September to provide parents and community members an overview of the many opportunities they may become involved at school. These include classroom tutoring, clerical work, media center assistant, and garden club comprised of parent and student volunteers..
BEA has a very active PTA with a large number of members and volunteers. PTA sponsors and hosts many events throughout the year, including Family Movie Night, Walk-A-Thon, Holiday Shoppe, and the spring musical all of which include families being on campus and interacting with staff.
Communicating the school's mission an vision and building positive relationships is also done using the following:
- Student led Portfolio Conferences
-Agendas for daily communication
-Orientation Night
- ListServ
-Tuesday Folders
-Grade level parent nights
-Parent/ Teacher Conferences
-Math Night
-School Messenger
-School Website
-Chess Club
-Chorus
-A-Team

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.

Bartow Elementary Academy is a proud recipient of the Golden School Award and the Five Star School Award. Both of these awards recognize the involvement of community members, clubs, and

organizations that contribute to Bartow Academy. BEA builds and maintains partnerships with the community by being a member of the Bartow Chamber of Commerce, applying for and receiving local grants, personal contact with business partners throughout the year, and student participation in art, writing and poster contests. MIDFLORIDA Federal Credit Union sponsors the kindergarten Gift of Reading Program each year with a book donation to each student and the local high school Future Teachers Program provides students to assist with class projects, clerical work and tutoring. We also have several business stakeholders serving on our SAC Committee.

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
Nelson, Tracy	Principal
Mcfadyen, Elise	School Counselor
Bard, Kimberely	Teacher, K-12
Emery, Gretchen	Teacher, K-12
McDougall, Peter	Assistant Principal

b. Duties

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

The Leadership Team serves as the school's climate committee, ensuring that a positive learning climate fosters learning gains and student achievement in a diverse setting. The committee works together to share the school vision and mission. The committee also analyzes the Successful Schools Survey completed by parents and students. The committee makes recommendations to the School Advisory Council as necessary, informing both of concerns, issues, and possible strategies to address the various areas. The committee serves as a liaison to gather input from other staff members.
The Leadership Team participates in writing, monitoring, and evaluating the School Improvement Plan. This includes assisting with the goals, objectives, strategies, and evaluation for all curriculum areas. It also analyzes data, conducts needs assessments, and provides input for areas of need for staff development.

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.

The process used by the leadership team to identify and align available resources:
1. Planning - The leadership makes decisions about the direction of the school and uses availalbe resources to achieve its goals. This stage provides the school stakeholders with a sense of direction and purpose.
2. Organizing - At this stage of the proccess, policies and procedures are developed and roles and responsibilites of stakeholders are assigned. The budget is aligned to ensure that funds are used to

increase student achievement. The organization of the plan takes place at this stage.
3. Leading - The leading stage is where the leadership facilitates and carries out the plan that has been set in place to ensure things are taking place to meet the needs of the students.
4. Monitoring - At this stage, the school leadership reviews the plan and compares the expected outcomes to the actual outcomes. Personnel may do this with observations and walk throughs. It may also be done with a review of use of funds.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Tracy Nelson	Principal
Les Barr	Business/Community
Betty Orwig	Business/Community
Kristie Joyner	Parent
Melanie Lowry	Parent
Jackie Reyes	Parent
Peter McDougall	Principal
Karen Reece	Education Support Employee
Anissa Fullwood	Parent
	Student

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 2015-16 October School Advisory council will review current data.

b. Development of this school improvement plan

A draft copy of the School Improvement Plan with the goals that were written by vertical teams was presented to SAC at the October meeting. Members reviewed the plan and focused on the goals. Members were given the opportunity to discuss the plan, ask questions, and give input. The council made recommendations based on data reviewed.

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

The SAC will approve all lottery funding spending and give suggestions for the annual budget based on the SIP.

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

Funds for the 2015 - 2016 school year were designated for resources and materials to support the students and teachers with curriculum. Additional supplies for science, engineering, and our outdoor garden classroom were purchased.
Lottery funds were used to pay teachers that provided after school tutoring to Tier 2 students and students who scored a level 1 or 2 on FSA.

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
Nelson, Tracy	Principal
Bard, Kimberely	Teacher, K-12
Emery, Gretchen	Teacher, K-12
Mcfadyen, Elise	School Counselor
McDougall, Peter	Assistant Principal

b. Duties

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

The role of the Literacy Leadership Team is to assess the quality of the reading curriculum and discuss revisions and improvements. In these meetings, the LLT team discusses data on student progress and reviews grade level plans to assure that those are in accordance to the SIP and school reading goals. In addition, members of the LLT can meet with teachers to review lesson plans, discuss student progress, and assist teachers with any issues concerning reading or reading in the content areas. Members of the team also model and provide feedback to teachers. The major initiatives of the LLT this year include:

• Strengthening the reading curriculum to result in greater learning gains, improved reading performance, and an increase in higher level thinking and high cognitive complexity tasks/extending thinking activities
• Aligning the reading curriculum with the Florida Standards in science and social studies to integrate STEAM, with a focus on Engineering
• Planning and implementation of differentiated instruction to address needs of students performing on and above grade level in reading
This team also oversees the Accelerated Reader Program

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.

Grade levels participate in a daily 80 minute planning block. Teachers use the district learning maps to guide them as they plan. Vertical Teams are assigned a content area to meet to discuss data and strategies.
Weekly PLC meetings are held with the administration for improving instructional strategies.
Resource and special area teachers meet to discuss and coordinate activities with grade-level plans.

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

Vacancies are posted on the Polk County School Board website to draw applicants.
The school principal participates in an interview program for Southeastern University students who are completing their final internship.This program allows the principal to meet and talk with interested candidates prior to graduation.

Current teachers are asked to refer interested teaching candidates to administration for interviews.
A Selection Committee is used in the interviewing/selection process for open positions.
Staff members are given opportunities to contact PD with peers.
A new staff induction program is also in place.

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

Teachers new to the teaching profession are paired with a peer teacher. Peer teachers are selected based on their performance and leadership skills. Teachers participate in a peer reflection. Peer reflection involves observing other teachers and reflecting on the strategies and practices used during the observation.

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.

The district learning maps are aligned with Florida standards. Teachers are required to use and follow the maps when collaborating during lesson planning. Lesson plans are checked by the assistant principal.
During walkthroughs and observations, administrators refer to the district evaluation rubric with EPCs and the learning map pacing guides to ensure that instruction is based on the standards.
The textbook series used for the core reading and math instruction were purchased by the district and align with the Florida standards. The textbooks and other resources are used to teach the standards.
Integrated STEAM units have been designed to support BEA's unique educational experience.

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.

Beginning of the year inventories and assessments are used to initially place students in differentiated groups. As skills are introduced and/or retaught, formative and summative assessments are given. These assessments are used to drive instruction and restructure groups based on need. Instruction is based on the Florida Standards with adjustments being made based on student's instructional level. Complexity is increased as the students master skills.

Students who continue to struggle are brought before the MTSS Committee and offered additional support to minimize or eliminate deficiencies. In addition, extended learning opportunities are provided for students needing additional support.

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: After School Program

Minutes added to school year: 960

Teachers provided one hour after school tutoring session for 12-16 weeks in the areas of math, reading, and writing.

Strategy Rationale

Students are able to receive additional instruction in small groups or one on one to focus on areas of opportunity.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
McDougall, Peter, peter.mccougall@polk-fl.net

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

Students were identified for extended learning through FAIR, IBTP, FSA, and classroom assessments. A pre and post assessment to check student progress on skills taught will be administered. Teachers keep track of students that attend tutoring sessions and track their progress of their respective content area. Ongoing data will be collected based on the skills taught and analyzed by administration and teachers weekly.

Strategy: Summer Program

Minutes added to school year: 10,800

The Summer Power -Up Program provided six weeks of additioanl instruction for students in hte area of reading.

Strategy Rationale

Students were invited to Power-Up based on the final FAIR score. Highly qualified teachers provided a full day of reading instruction. The maximum class size was fifteen students. Transportation from zoned schools was provided as well as a breakfast and lunch at not charge.

Strategy Purpose(s)

- Core Academic Instruction

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

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. § 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.

Kindergarten Big Step Day is held in May. During this time, parents and students rotate to a variety of activities to help familiarize them with the school and kindergarten expectations. Each student is observed completing various skill activities. Within the first 30 days of school, kindergartners are given the Florida Kindergarten Readiness Test (FLKRS). This tool is used to measure a student's readiness for school.

Fifth graders attend a transition meeting that is hosted by the guidance counselor from the feeder middle school. They receive information on middle school requirements, programs offered, and are afforded a question/answer session with middle school students. Elective schedules are sent home at the end of the session.

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.

N/A

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

N/A

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

N/A

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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 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.

NA

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.

NA

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.   Improve the quality of standards-based instruction

G2.   Expand the implementation of STEAM (Science, Technology, Engineering, Arts, and Math)

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. Improve the quality of standards-based instruction 1a

🔑 G087131

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	85.0
ELA/Reading Lowest 25% Gains	94.0

Targeted Barriers to Achieving the Goal 3

- Teachers' limited knowledge of planning rigorous, differentiated tasks aligned to Florida Standards and EPC Rating Rubric.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Frequent formative assessments

- Novels

- CPalms

- ReadWorks.org

- Progress Monitoring

Plan to Monitor Progress Toward G1. 8

Lesson plan checks

Person Responsible
Peter McDougall

Schedule
Biweekly, from 8/15/2016 to 5/30/2017

Evidence of Completion
Lesson plan checks, grade level planning meetings

Plan to Monitor Progress Toward G1. 8

Data from walkthroughs, informal, and formal observations will be used to progress monitor

Person Responsible
Tracy Nelson

Schedule
Weekly, from 8/15/2016 to 5/30/2017

Evidence of Completion
Recorded observations in Journey.

G2. Expand the implementation of STEAM (Science, Technology, Engineering, Arts, and Math) `1a`

🔑 G087132

Targets Supported `1b`

Indicator	Annual Target
Math Gains	60.0
Math Lowest 25% Gains	73.0

Targeted Barriers to Achieving the Goal `3`

- Lack of teacher knowledge of STEAM (to include data driven instruction and differentiation)

Resources Available to Help Reduce or Eliminate the Barriers `2`

- District resources

- Technology resources

- Integrated STEAM units

- Community theater director

Plan to Monitor Progress Toward G2. `8`

Observation data recorded in Journey, collaborative planning sessions, coaching observations

Person Responsible
Tracy Nelson

Schedule
Weekly, from 8/15/2016 to 5/30/2017

Evidence of Completion
Observation data recorded in Journey, data analysis

Plan to Monitor Progress Toward G2. `8`

Lesson plan checks, grade level planning meetings, collaborative planning sessions, class data, grade level data

Person Responsible
Peter McDougall

Schedule
Weekly, from 8/15/2016 to 5/30/2017

Evidence of Completion
Lesson plan checks, results from school and district 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 =**   **S** = Strategy
                         Barrier

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

G1. Improve the quality of standards-based instruction `1`

🔑 G087131

G1.B1 Teachers' limited knowledge of planning rigorous, differentiated tasks aligned to Florida Standards and EPC Rating Rubric. `2`

🔑 B231656

G1.B1.S1 Provide professional development focused on differentiation as well as using progress monitoring to group students. `4`

🔑 S244368

Strategy Rationale

Leadership Team will coordinate professional development on MTSS, facilitate professional learning of progress monitoring, and how to use on-going data to drive instruction.

Action Step 1 `5`

PD, data chats, CWTs and collaborative planning

Person Responsible

Tracy Nelson

Schedule

Weekly, from 8/15/2016 to 5/30/2017

Evidence of Completion

Grade level data chats, classroom walk throughs, informal and formal observations, and lesson plans will indicate teachers' increased knowledge and show student growth.

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

Data chats and instructional adjustments will demonstrate teacher ability to analyze data and use it to drive instruction.

Person Responsible

Tracy Nelson

Schedule

Weekly, from 8/15/2016 to 5/30/2017

Evidence of Completion

Classroom walk throughs and observations will monitor data-based instructional decisions.

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

Classroom walk throughs and observations will show evidence of staff and student growth.

Person Responsible

Peter McDougall

Schedule

Weekly, from 8/15/2016 to 5/30/2017

Evidence of Completion

Data collected from walk throughs and informal and formal observations. and lesson plans will display evidences of growth in both the staff and students.

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

Observations, lesson plans, and interim reports /report cards. Coaching, collaborative planing, and feedback sessions will serve as important components to solidify teacher knowledge and offer support for high yield teaching strategies.

Person Responsible

Tracy Nelson

Schedule

Quarterly, from 8/15/2016 to 5/30/2017

Evidence of Completion

Weekly PLC and common planning meetings, data chats, observation data, lesson plan documentation will display evidences of growth in staff and students.

G2. Expand the implementation of STEAM (Science, Technology, Engineering, Arts, and Math) [1]

🔧 G087132

G2.B1 Lack of teacher knowledge of STEAM (to include data driven instruction and differentiation) [2]

🔧 B231657

G2.B1.S1 Provide professional development in using data to differentiate and drive instruction. [4]

🔧 S244369

Strategy Rationale

Utilize STEAM units and district resources to solidify student mastery of STEAM concepts.

Action Step 1 [5]

Monitor fidelity of STEAM units

Person Responsible

Tracy Nelson

Schedule

Monthly, from 10/3/2016 to 6/1/2017

Evidence of Completion

Lesson plan documentation and classroom observations as well as completed STEAM units by grade levels.

Action Step 2 [5]

In addition staff will participate in collaborative planning sessions focused on standards with "end in mind" planning taking place.

Person Responsible

Tracy Nelson

Schedule

On 8/31/2017

Evidence of Completion

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

The fidelity and implementation of STEAM will be accomplished through integrated conceptual units that incorporate science, technology, engineering, the visual and performing arts, and mathematics. Monitoring these units will be accomplished by collaborative and vertical team planning sessions.

Person Responsible

Peter McDougall

Schedule

Weekly, from 8/31/2016 to 6/1/2017

Evidence of Completion

Students will make learning goals in content areas through conceptualizing STEM content by the end of the year as measured by FSA, teacher made assessments, and frequent progress monitoring.

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

Data chats will show teachers' ability to analyze data and make decsions to guide instruction.

Person Responsible

Tracy Nelson

Schedule

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

Evidence of Completion

Data chats and observation data will show evidence of teacher and student growth.

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

Lesson plans, classrooms observations, and student assessments.

Person Responsible

Peter McDougall

Schedule

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

Evidence of Completion

Students will attain learning goals on Florida Standards Assessments, teacher made assessments, and progress monitoring instruments.

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					
G1.MA1 M328424	Lesson plan checks	McDougall, Peter	8/15/2016	Lesson plan checks, grade level planning meetings	5/30/2017 biweekly
G1.MA2 M328425	Data from walkthroughs, informal, and formal observations will be used to progress monitor	Nelson, Tracy	8/15/2016	Recorded observations in Journey.	5/30/2017 weekly
G2.MA1 M328429	Observation data recorded in Journey, collaborative planning sessions, coaching observations	Nelson, Tracy	8/15/2016	Observation data recorded in Journey, data analysis	5/30/2017 weekly
G2.MA2 M328430	Lesson plan checks, grade level planning meetings, collaborative planning sessions, class data,...	McDougall, Peter	8/15/2016	Lesson plan checks, results from school and district assessments.	5/30/2017 weekly
G1.B1.S1.MA1 M328421	Observations, lesson plans, and interim reports /report cards. Coaching, collaborative planing, and...	Nelson, Tracy	8/15/2016	Weekly PLC and common planning meetings, data chats, observation data, lesson plan documentation will display evidences of growth in staff and students.	5/30/2017 quarterly
G1.B1.S1.MA1 M328422	Data chats and instructional adjustments will demonstrate teacher ability to analyze data and use...	Nelson, Tracy	8/15/2016	Classroom walk throughs and observations will monitor data-based instructional decisions.	5/30/2017 weekly
G1.B1.S1.MA1 M328423	Classroom walk throughs and observations will show evidence of staff and student growth.	McDougall, Peter	8/15/2016	Data collected from walk throughs and informal and formal observations. and lesson plans will display evidences of growth in both the staff and students.	5/30/2017 weekly
G1.B1.S1.A1 A316430	PD, data chats, CWTs and collaborative planning	Nelson, Tracy	8/15/2016	Grade level data chats, classroom walk throughs, informal and formal observations, and lesson plans will indicate teachers' increased knowledge and show student growth.	5/30/2017 weekly
G2.B1.S1.MA1 M328427	The fidelity and implementation of STEAM will be accomplished through integrated conceptual units...	McDougall, Peter	8/31/2016	Students will make learning goals in content areas through conceptualizing STEM content by the end of the year as measured by FSA, teacher made assessments, and frequent progress monitoring.	6/1/2017 weekly
G2.B1.S1.MA1 M328428	Data chats will show teachers' ability to analyze data and make decsions to guide instruction.	Nelson, Tracy	8/15/2016	Data chats and observation data will show evidence of teacher and student growth.	6/1/2017 weekly
G2.B1.S1.A1 A316431	Monitor fidelity of STEAM units	Nelson, Tracy	10/3/2016	Lesson plan documentation and classroom observations as well as completed STEAM units by grade levels.	6/1/2017 monthly
G2.B1.S1.MA1 M328426	Lesson plans, classrooms observations, and student assessments.	McDougall, Peter	8/31/2016	Students will attain learning goals on Florida Standards Assessments, teacher made assessments, and progress monitoring instruments.	8/31/2017 weekly
G2.B1.S1.A2 A316432	In addition staff will participate in collaborative planning sessions focused on standards with...	Nelson, Tracy	8/15/2016		8/31/2017 one-time

V. Professional Development Opportunities

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

G1. Improve the quality of standards-based instruction

G1.B1 Teachers' limited knowledge of planning rigorous, differentiated tasks aligned to Florida Standards and EPC Rating Rubric.

G1.B1.S1 Provide professional development focused on differentiation as well as using progress monitoring to group students.

PD Opportunity 1

PD, data chats, CWTs and collaborative planning

Facilitator

Tracy Nelson/Peter McDougall

Participants

Grades K-5 instructional staff

Schedule

Weekly, from 8/15/2016 to 5/30/2017

G2. Expand the implementation of STEAM (Science, Technology, Engineering, Arts, and Math)

G2.B1 Lack of teacher knowledge of STEAM (to include data driven instruction and differentiation)

G2.B1.S1 Provide professional development in using data to differentiate and drive instruction.

PD Opportunity 1

Monitor fidelity of STEAM units

Facilitator

Peter McDougall and Tracy Nelson

Participants

Grades K-5 instructional staff

Schedule

Monthly, from 10/3/2016 to 6/1/2017

PD Opportunity 2

In addition staff will participate in collaborative planning sessions focused on standards with "end in mind" planning taking place.

Facilitator

Fine Arts Department

Participants

BEA staff

Schedule

On 8/31/2017

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	PD, data chats, CWTs and collaborative planning	$0.00
2	G2.B1.S1.A1	Monitor fidelity of STEAM units	$0.00
3	G2.B1.S1.A2	In addition staff will participate in collaborative planning sessions focused on standards with "end in mind" planning taking place.	$0.00
		Total:	$0.00