

Holmes District School Board

Bonifay Elementary School



2016-17 Schoolwide Improvement Plan

Bonifay Elementary School

307 W NORTH AVE, Bonifay, FL 32425

<http://bes.hdsb.org/>

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-4	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	16%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	C*	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 Holmes County School Board on 12/6/2016.

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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Bonifay Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	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.

Bonifay Elementary will provide a safe, civil school environment, staffed by highly-qualified teachers, where excellence in student achievement is the goal.

b. Provide the school's vision statement.

Educating today's students for tomorrow's world.

2. School Environment

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

Teachers utilize various holidays to identify and celebrate the varying cultures within the classrooms. For example, some classrooms have a yearly holiday luncheon in which they invite parents to join their children for a holiday feast within the classroom. Families are encouraged to bring their favorite holiday dish and children share about their favorite family tradition and how they may celebrate. Also, our Art and Music teachers provide various opportunities to study and learn about various cultures throughout the year.

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

Various administration and staff are assigned at multiple duty posts throughout the school on a daily basis. We maintain consistency with the individuals at each post to allow the staff the opportunity to get to know the students and develop a relationship with them by seeing them daily. Also, we escort all non-school personnel throughout the school for visits and conferences to maintain security. This helps to provide a safe and secure environment for all students. In addition to these procedures, we have enacted a pick up system that involves accountability on the part of all stakeholders. Each student has been provided a zip tag and four pick-up passes. The zip tag is attached to the student's backpack. It includes the student's name, teacher's name and bus number and /or other mode of transportation. This insures the safe return of a student who is lost. (Last year, the buses were detailed with magnetic signs with their number fixed on the inside wall of the bus. If a student gets away from his teacher he can find his bus or a staff member will know where to take him.) The pickup passes are distributed to the adults who are on file as having permission to pick up the student. Each day a student is picked up the adult must present the pass. If the adult doesn't have the pass he/she must go to the front office and present their photo id. If the receptionist doesn't recognize this person she checks the student's record against the person's id. If all is clear she gives the person a permission slip to pick up the student. The adult presents this slip to the original person for pickup. If an adult picks up a student at the front desk and the receptionist is familiar with them, photo id isn't necessary. However, if the receptionist is unfamiliar with the adult or someone other than the receptionist is at the front desk, photo id is required.

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.

At the beginning of each school year all students, parents, and staff are provided with a student code of conduct book which clearly specifies protocols for disciplinary incidents and consequences for various infractions that may occur. School staff is instructed to review these protocols at the beginning of each year. Parents and students must read and sign a document stating that they have read and understand policies and expectations. Teachers also post classroom rules and expectations within each classroom and discuss and review these as needed throughout the school year.

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.

Our school has two guidance counselors who work diligently with students to provide counseling, mentoring, and various other services as needed. They each meet individually with students, set goals, track progress, and reward positive behavior. Also, they will contact any additional personnel or agencies that may be necessary to meet the needs of each student.

Our guidance program has also established a mentoring program. It involves members of our community. They are assigned individual students who they visit weekly. During this visit they play educational games, teaching them a skill they, themselves, know how to do, encourage them in their school work, etc. They serve as a big brother or big sister to them.

3. Early Warning Systems

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

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

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

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

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

B. Family and Community Engagement

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

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

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

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

Yes

1. PIP Link

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

2. Description

Title I Parent Night involves all parents and its goal is to increase awareness of all Title I student programs and activities.

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.

Parents and community members are invited and encouraged to become active members of the School Advisory Council and provide input in the development of all plans related to school improvement.

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
Jones, Rodd	Principal
Sims, Laura	School Counselor
Harrison, Mary	School Counselor
Ward, Melissa	Other
Sallas, Beverly	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.

Our school based leadership team is comprised of five individuals which includes our principal, vice-principal, curriculum coordinator, and two guidance counselors. The principal and vice-principal work together to provide overall coordination and supervision for the daily school activities. Counselors and Curriculum Coordinator work directly with the principal and assistant principal to assist with the daily function of the school. They also serve as team chair and coordinator during meetings with parents, teachers, and District Office Personnel. The SIP is created by the curriculum coordinator with the assistance and input of all team members.

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.

Our school uses school wide assessments (STAR,DAR, district create progress monitoring) as well as district assessments (FSA) to determine the academic needs of students, effectiveness of curriculum, and training needs of our staff.

Title I, Part A provides funding and support for professional development activities, parent involvement activities, technology needs, etc.

Title I, Part C Migrant addresses the issues that are common to migrant students and assists these students with their educational needs.

Title I, Part D provides the local institution for neglected and or delinquent children, and to at risk students services that are comparable to those provided to children in Title I schools such as: computer assisted instruction, drop out prevention program, mentors career exploration, etc.

Title II, these funds support professional development activities for instructional staff, class size reduction, and technology activities.

Title III, N/A

Title X-Homeless, provides funding to assist identified homeless students with school supplies, medical care, and tutoring opportunities.

SAI-N/A

Violence Prevention Programs-Holmes County provides violence prevention programs focusing on alcohol, tobacco, and other drugs through a partnership with the health department. BES has a very low violence rate, as does the district.

Nutrition Programs-BES participates in the free breakfast and free lunch programs.

Housing Programs-N/A

Head Start-N/A

Adult Education- These programs are not provided through Holmes County Schools. The district contracts with Washington-Holmes Technical Center to provide adult education services.

Job Training-N/A

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ricky Callahan	Business/Community
Baggett, Jessica	Parent
Baker, JoAnn	Parent
Bowers, Amy	Parent
Callahan, Ricky	Business/Community
Davis, Jonathon	Parent
Donaldson, Candace	Parent
Gardner, Kathy	Parent
Kennedy, Ragan	Parent
Pugh, Austin	Parent
Sapp, Michael Chad	Parent
Sugars, Christine	Parent
Young, Sherry	Parent
Jones, Rodd	Principal
Ward, Melissa	Education Support Employee
Williams, Coy	Teacher
Powell, Shalee	Teacher
Brown, Stephanie	Teacher
Cooley, Rachael	Teacher
Hicks, Tyler	Teacher
Whitaker, Melanie	Teacher
Martin, Bethany	Teacher
Smith, Susie	Education Support Employee

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 School Advisory Council was made aware that the 2014-15 School Improvement Plan will be housed in a designated location in the front office. The document is available for viewing at any given time.

b. Development of this school improvement plan

The School Advisory Council met prior to the submission of the 2015-2016 SIP. However, an invitation was extended welcoming input on goal development from any SAC committee member.

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

Mr. Jones, the principal, works directly with district personnel to monitor and utilize the school's annual budget. He also notifies the School Advisory Council of available funds allotted for the SAC and how they can be utilized for various items needed throughout the school.

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

School improvement funds will be utilized throughout the year as needed to meet the needs of the school. The School Advisory Council will meet regularly to discuss how to best utilize funding to meet those needs. For example, we have purchased 20 picnic tables to be placed on our North campus for parents to have lunch with their children during special occasions throughout the year.

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
Ward, Melissa	Instructional Coach
Jones, Rodd	Principal
Jackson, Rachael	Teacher, K-12
Taylor, Tammy	Teacher, K-12
Stafford, Kisha	Teacher, K-12
Whitaker, Melanie	Teacher, K-12
Dunn, Amber	Teacher, ESE
Riley, Brittney	Teacher, K-12
Alexander, Mary	Teacher, K-12

b. Duties

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

The committee examines the reading curriculum at each grade level to ensure vertical alignment in the area of fluency and to determine the needs at each grade level ie. assessment tools, strategies, etc. The team also coordinates various literacy based activities and rewards throughout the school year to promote literacy achievement.

D. Public and Collaborative Teaching

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

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

The principal makes sure that each grade level team has a common planning period to allow for peer collaboration and instructional planning. Also, beginning this year, 2016-17, third and fourth grade began departmentalization. For example, two third grade teachers, work together with the same students, one teaching math science, and social studies, one teaching all language arts. Within the entire third grade team we have three departmentalized teams. Language Arts teachers can plan together and math,

science and social studies teachers can plan together. We have maintained two self-contained classrooms within this team. They all have a common planning.

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

The principal at BES hires teachers certified in high-need areas and provides opportunities for professional development to encourage ongoing high-quality instruction. All first and second year teachers at BES are provided with a mentor to facilitate their introduction to our policies and procedures and classroom management. Mentor teams meet weekly during grade level meetings and at other designated times as needed. All first year teachers are involved in our district's Beginning Teacher Program.

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

Tammy Taylor (second grade teacher) is assigned as a mentor to Ashley Moseley due to same grade level and common planning.

Rachael Cooley (third grade teacher) is assigned as a mentor to Leslie Mollet due to same grade level and common planning.

Anissa Western (third grade teacher) is assigned as a mentor to Marissa Goodman due to same grade level and common planning.

Amber Dunn (ESE teacher) is assigned as a mentor to Leo McCann due to same grade level and common planning.

These pairings will meet at weekly grade level meetings, share lesson plans, and meet daily as needed.

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.

District personnel meets with the curriculum coordinator to select instructional materials that are aligned to the state standards with the help of grade level teachers. Also, all teachers are provided with a paper and electronic copy of the grade level standards for each subject area taught. Teachers are instructed to carefully coordinate their lesson plans to align with the specified state standards. Additionally, district personnel has provided training for the curriculum coordinator and teachers on how to select tasks that are "vetted" to enhance lessons within the curriculum. They've also provided training on how to discriminate between lessons aligned with the standards and those that are not aligned, resulting in a deeper focus on standards based teaching. Our teachers have also been provided training and hands-on experience in creating formative assessments which are aligned to the standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented

to assist students having difficulty attaining the proficient or advanced level on state assessments.

The school will be creating their own progress monitoring assessment tools for ELA and math. Teachers will utilize the data from these assessments to guide their differentiated instruction.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 29,280

The overall goal of the WINGS after school program is to provide quality educational, developmental, and recreational services to students at risk of academic failure. WINGS will promote educational and social benefits and positive behavioral changes. In order to meet the program goals and objectives, the project will focus on the following program activities: 1.) remedial reading education activities and academic enrichment learning program; 2.) mathematics and science educational activities; 3.) physical and recreational activities; and 4.) parental involvement and family literacy.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Sallas, Beverly, sallasb@hdsb.org

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

Florida State Assessment results for ELA and Math along with FCAT 2.0 (Science) results will be used from each site for each academic year as base-line data to target low performing students, and to refine, improve and strengthen the program. Student grades for quarters 1, 2 and 4 will be collected by the lead coordinator. Grades will be entered into a data sheet that will be given to each site coordinator and will be used to further assist students that are struggling in academic areas and are at risk of retention. Adjustments and intervention strategies will be made and implemented as needed at each site to ensure students are progressing in school.

For character education, and health/nutrition, a pre, mid, and posttest will be administered using a program created assessment. Dropout Prevention will be assessed through reported grade promotion in the student information system. Participation in family literacy activities will be assessed through school and community-based sign in sheets. Family literacy skills will be assessed with surveys. Analysis for these objectives will be made in August, December, and April.

Observations at the beginning of the program will be used to drive the instruction during the program. The lead coordinator will input all results into the data collection sheet in a timely manner. The results of each assessment will be compared noting the students who decrease, maintain or increase in the skills being tested. Program activities will be evaluated and modified/adjusted based on analysis of data as needed. The Project Director and evaluator will review and analyze the data collected for the Baseline, Mid-Year, Formative, Summative and End-of-Year collection reports as required. The evaluator will prepare a final report on the success of the WINGS 21st CCLC project that will be disseminated to all stakeholders as well as being posted on the website. The evaluations will be made available to the public through the district website, reports sent home with the parents, and the Advisory Board. During the advisory board meetings, stakeholders will be given information and program updates. Evaluation deliverables will include the Formative Evaluation Summary, Summative Report, Baseline Data, Mid-Year Data, End-of-Year Data Collection Report and USED federal report as required by the grant.

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.

During the spring, actual school site visits are made. All Pre-K providers, including Head Start, visit the kindergarten classrooms, eat lunch, and are able to play outside. Also orientation programs are presented by the liaison, upon request. These programs allow parents to receive information regarding expectations and supplies that are needed. They are provided with materials that may be used for summer activities and enrichment. During the summer, children getting ready to enter kindergarten participate in a screening process. This process enables our teachers to assess individual strengths and needs so as to prepare for the coming year. In order to make the transition from pre-school care to kindergarten we have an on-going process throughout the year. Kindergarten teachers share with the liaison ideas that Pre-K teachers might use to make the transition a smooth one. The liaison meets periodically with feeder schools to answer their questions and provide materials for additional information.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

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

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

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. The percentage of students scoring at proficiency in math and ELA will increase from the previous year.

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. The percentage of students scoring at proficiency in math and ELA will increase from the previous year.

1a

G087444

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	75.0
Math Gains District Assessment	72.0

Targeted Barriers to Achieving the Goal 3

- Learning to work within the guise of our new departmentalized framework.
- Learning to use our curriculum as a guide instead of the only source
- Providing accommodations for students with disabilities within the gen. ed. classroom

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers will utilize the Reading Street and Journeys reading series along with the updated common core GoMath Series that are correlated to the new standards.
- RTI/MTSS planning and support
- Funding and professional development resources
- Planning sessions for teachers and support staff.

Plan to Monitor Progress Toward G1. 8

District created progress monitoring

Person Responsible

Rodd Jones

Schedule

Every 2 Months, from 8/10/2016 to 5/30/2017

Evidence of Completion

End of year district created progress monitoring and FSA results

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. The percentage of students scoring at proficiency in math and ELA will increase from the previous year.

1

 **G087444**

G1.B1 Learning to work within the guise of our new departmentalized framework. **2**

 **B232420**

G1.B1.S1 Provide ample planning time in order to foster support among subject related team members (i.e. math teachers and ELA teachers). **4**

 **S245322**

Strategy Rationale

To provide teachers with the opportunity to work together, brainstorm, and create a unified front when educating their students.

Action Step 1 **5**

Grade Level Meetings to instruct teachers to adjust curriculum to meet the requirements of the new Florida Standards.

Person Responsible

Rodd Jones

Schedule

Weekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Team Leaders will submit a list of teachers who attended grade level meetings to create unit assessments in math.

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

Unit Assessments throughout the year

Person Responsible

Melissa Ward

Schedule

Weekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

End of the year District created progress monitoring and FSA results

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

district created progress monitoring and FSA results

Person Responsible

Rodd Jones

Schedule

On 5/30/2017


Evidence of Completion

End of the year district created progresss monitoring and FSA results

G1.B2 Learning to use our curriculum as a guide instead of the only source **2**

 B232421

G1.B2.S1 Provide professional development opportunities in order to seek out resources which will enhance the current curriculum. **4**

 S245323

Strategy Rationale

Provide teaches with research based, vetted resources to enhance the curriculum to ensure Florida standards are being taught.

Action Step 1 **5**

The teachers will attend workshops and be able to purchase materials to enhance the curriculum.

Person Responsible

Rodd Jones

Schedule

On 5/30/2017

Evidence of Completion

Lesson plans will be checked for evidence.

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

Unit assessments and district created progress monitoring

Person Responsible

Melissa Ward

Schedule

Weekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

End of year progress monitoring and FSA scores

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

District created progress monitoring

Person Responsible

Rodd Jones

Schedule

On 5/30/2017

Evidence of Completion

End of the year district created progress monitoring, FSA results

G1.B3 Providing accommodations for students with disabilities within the gen. ed. classroom 2

 B232422

G1.B3.S1 Provide opportunities for general education teachers to have professional development for creating and implementing accommodations and modifications for students with disabilities being placed in general education classrooms. 4

 S245324

Strategy Rationale

As the state requires students with disabilities be placed in general education classrooms it is imperative the general classroom teacher be trained on providing, acquiring, and daily putting into place accommodations and modifications for these students.

Action Step 1 5

Professional development opportunities for general classroom teachers on accommodations and modifications for students with disabilities.

Person Responsible

Rodd Jones

Schedule

Quarterly, from 8/10/2016 to 5/30/2017

Evidence of Completion

The teacher will provide copies of accommodations and modifications established for their students with disabilities.

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

Unit tests and district progress monitoring

Person Responsible

Melissa Ward

Schedule

Biweekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

End of year District progress monitoring and FSA scores

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

District progress monitoring and FSA results

Person Responsible

Rodd Jones











Schedule

Quarterly, from 8/10/2016 to 5/30/2017

Evidence of Completion

End of year progress monitoring and FSA results

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  M330556	District created progress monitoring	Jones, Rodd	8/10/2016	End of year district created progress monitoring and FSA results	5/30/2017 every-2-months
G1.B1.S1.MA1  M330550	district created progress monitoring and FSA results	Jones, Rodd	8/10/2016	End of the year district created progress monitoring and FSA results	5/30/2017 one-time
G1.B1.S1.MA1  M330551	Unit Assessments throughout the year	Ward, Melissa	8/10/2016	End of the year District created progress monitoring and FSA results	5/30/2017 weekly
G1.B1.S1.A1  A317542	Grade Level Meetings to instruct teachers to adjust curriculum to meet the requirements of the new...	Jones, Rodd	8/10/2016	Team Leaders will submit a list of teachers who attended grade level meetings to create unit assessments in math.	5/30/2017 weekly
G1.B2.S1.MA1  M330552	District created progress monitoring	Jones, Rodd	8/10/2016	End of the year district created progress monitoring, FSA results	5/30/2017 one-time
G1.B2.S1.MA1  M330553	Unit assessments and district created progress monitoring	Ward, Melissa	8/10/2016	End of year progress monitoring and FSA scores	5/30/2017 weekly
G1.B2.S1.A1  A317543	The teachers will attend workshops and be able to purchase materials to enhance the curriculum.	Jones, Rodd	8/10/2016	Lesson plans will be checked for evidence.	5/30/2017 one-time
G1.B3.S1.MA1  M330554	District progress monitoring and FSA results	Jones, Rodd	8/10/2016	End of year progress monitoring and FSA results	5/30/2017 quarterly
G1.B3.S1.MA1  M330555	Unit tests and district progress monitoring	Ward, Melissa	8/10/2016	End of year District progress monitoring and FSA scores	5/30/2017 biweekly
G1.B3.S1.A1  A317544	Professional development opportunities for general classroom teachers on accommodations and...	Jones, Rodd	8/10/2016	The teacher will provide copies of accommodations and modifications established for their students with disabilities.	5/30/2017 quarterly

V. Professional Development Opportunities

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

G1. The percentage of students scoring at proficiency in math and ELA will increase from the previous year.

G1.B1 Learning to work within the guise of our new departmentalized framework.

G1.B1.S1 Provide ample planning time in order to foster support among subject related team members (i.e. math teachers and ELA teachers).

PD Opportunity 1

Grade Level Meetings to instruct teachers to adjust curriculum to meet the requirements of the new Florida Standards.

Facilitator

Rodd Jones/Melissa Ward

Participants

elementary teachers

Schedule

Weekly, from 8/10/2016 to 5/30/2017

G1.B2 Learning to use our curriculum as a guide instead of the only source

G1.B2.S1 Provide professional development opportunities in order to seek out resources which will enhance the current curriculum.

PD Opportunity 1

The teachers will attend workshops and be able to purchase materials to enhance the curriculum.

Facilitator

Participants

Teachers

Schedule

On 5/30/2017

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	Grade Level Meetings to instruct teachers to adjust curriculum to meet the requirements of the new Florida Standards.	\$0.00
2	G1.B2.S1.A1	The teachers will attend workshops and be able to purchase materials to enhance the curriculum.	\$0.00
3	G1.B3.S1.A1	Professional development opportunities for general classroom teachers on accommodations and modifications for students with disabilities.	\$0.00
Total:			\$0.00