

Orange County Public Schools

Bonneville Elementary



2017-18 Schoolwide Improvement Plan

Bonneville Elementary

14700 SUSSEX DR, Orlando, FL 32826

<https://bonnevillees.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	75%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	C	B*	C

**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 Orange 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE’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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Bonneville Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Mission: To lead our students to success with the support and involvement of families and the community.

b. Provide the school's vision statement.

Vision: To be the top producer of successful students in the nation.

2. School Environment

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

Bonneville Elementary School is a small, comprehensive elementary school serving general education students in voluntary pre-kindergarten through fifth grade and a cluster school for students with Autism Spectrum Disorder from pre-kindergarten to fifth grade. Located in east Orange County, the school has a rich history in the community with more than fifty years as an educational presence. Nestled among modest, single-family homes, Bonneville Elementary School currently serves 615 students with 61% Hispanic, 85% White, 9% Black, 3% Multi-Racial, and 2% Asian. With a mobility rate of less than 30%, a majority of students matriculate from the school.

The faculty, comprised of 49 teachers, has various levels of experience and education. Several teachers are vested in the school and community and have taught at Bonneville for more than five years; at least one teacher holds a doctoral degree in education while others are pursuing advanced post-secondary degrees. Almost fifteen percent of the faculty opt to enroll their children at Bonneville. There is a palpable feeling of collaboration among teachers and staff members and a connection to our students and the community.

The process by which we learn about students' cultures and begin to build relationships starts with student registration. Key personnel, the school clerk and registrar, do much to establish relationships with parents and students when families first register for school. They are knowledgeable, courteous and professional. They are aware of school resources and able to direct parents to appropriate personnel. Because of our relatively small size and our low student mobility rate, the school clerk and registrar interact with parents on a regular basis and over a number of years, have developed strong bonds and high levels of trust with families.

With a very talented and competent leadership team, our students and families also benefit from a variety of both physical and human resources. The school leadership team consists of the school principal, the assistant principal, the staffing specialist, the behavior specialist, the curriculum resource and ESOL compliance teacher, the reading/MTSS coach, the math/science coach, and the full-time guidance counselor. These persons are responsive to parents and quickly meet students' needs. Individually and collectively, they form strong relationships with parents and students. The Best Practices for Inclusive Education (BPIE) assessment was used to evaluate and analyze the practice of inclusion at the school level as well as identify the key people who monitor the implementation of best practices and the utilization of resources in order to strengthen the multi-tiered system of support (MTSS). Questions about exceptional education services, community and school resources, academic or behavioral progress and additional academic support are addressed immediately.

As a Title 1 school, 100% of our families qualify for free and/or reduced lunch, and our teachers are familiar with and committed to establishing and sustaining parent-teacher relationships. Meet the

Teacher, Open House and Parent Conference events are scheduled to provide an opportunity for teachers and parents to discuss student progress. Quarterly Family Nights, in addition to music and art events, are designed to actively engage parents and students. Academic awards recognitions, held at the end of each nine week marking period, also serve to recognize student achievement and to provide for timely information to be shared with parents. Parent involvement and participation is encouraged through school committees including the School Advisory Council, the Multilingual Parent Leadership Council, and the Parent Teacher Association. Through these committees, teachers and parents have the opportunity to work together to meet students' needs and school goals. In addition, as a Title 1 school our parent engagement liaison serves to connect our school and community resources with our parents. As an active member of our school advisory council, the multi-lingual parent leadership council, and the parent/teacher association, the Parent Engagement Liaison is a direct link between the school and parents with a primary objective of increasing parent participation and involvement.

As a school, we are extremely fortunate to partner with several local churches. These faith-based groups have conducted an annual Back to School Bash and offered free haircuts, backpacks, and school supplies to families. We are the grateful recipients of several holiday food donations and over fifty of our families have been provided with holiday meals and gifts for children. With more than fifty years in East Orange County, Bonneville Elementary School is an integral part of the East Orlando community and responsive to students and parents.

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

Bonneville Elementary School offers an Extended Day program for supervision of students from 7:00 a.m. to 8:00 a.m. each morning and from 3:00 p.m. to 6:00 p.m. each afternoon. The Extended Day Coordinator and his staff support student learning during the hours of Extended Day care. The Extended Day program focuses on meeting the social, emotional, and physical needs of students in a safe and structured environment.

In addition, extended Media Center hours are provided each morning from 7:15 a.m. until 8:30 a.m. for student access to the media center, its books and computers, and to encourage participation in the Accelerated Reader program or to the computer-based reading (iReady) and math (iReady) programs.

Extra-curricular clubs for students, including two chorus groups, two ensemble groups, one art club, mixed media, the Media Hounds for morning announcements, running club, chess club, and the Bark club, the Sunshine State Readers Team, (grades 3--5) are offered each week. Students in the Bark club compete in the Battle of the Books each year. In 2017-2018, selected leadership team members will conduct weekly book clubs for twenty students from each grade (3-5). Book club participants will meet during lunch to read and discuss two of the Sunshine State Books.

In 2015-2016, Bonneville Elementary established a National Elementary Honor Society inducting nineteen students from grades four and five. These students earned a minimum 3.0 grade point average and, as NEHS members, they will complete one community service project per semester. Fifth grade students in good academic standing are selected to participate as safety patrols to remind peers of safe school practices. Students are actively involved in the various clubs and their contributions are showcased on a regular basis.

On a more global basis, the students also participate in academic competitions including the Accelerated Reader program, the Science Fair, and the Modern Woodmen oration contest. Field trips are conducted for each grade level each semester to further enrich student experiences and to enhance student learning.

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.

As a school, we have adopted the CHAMPS model for school-wide behaviors. The acronym is a system whereby students are instructed in the acceptable conversation levels, the ways to ask for help, the activity, the expected movement that is allowed during the activity, and their participation. The CHAMPS model is reviewed with teachers during pre-planning and CHAMPS posters and directions are provided so teachers can post and review expectations with students. The CHAMPS system is posted and practiced in our cafeteria during lunches, in our hallways during transitions, and in our classrooms during instructional activities. Students are familiar with and respond to specific cues to get their attention and are able to monitor and adjust their behaviors accordingly. In addition, teachers draft classroom management plans that clearly define their expectations for student behaviors, their classroom rules and routines, and procedural guidelines for student absences and student homework.

The Orange County Code of Student Conduct determines the protocol for disciplinary incidents. The behavior specialist and the assistant principal are responsible for student discipline. As a team, they have been trained by district staff members in interpreting, reporting and responding to discipline incidents. The Code of Student Conduct is accessible to parents and reviewed with students each quarter.

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 school guidance counselor, working in conjunction with the school psychologist and school social worker, is integral in meeting the social-emotional needs of students. The student referral process allows for teachers, students, or parents to request counseling services. Small group counseling, based on student needs, is provided and may range from anger management to appropriate behavioral responses. As a certified guidance counselor, Ms. Savitz is knowledgeable of school and community resources. She also serves as the liaison for our school volunteers (ADDitions), the Big Brother/Big Sister mentoring program, Foster Grandparents, Read to Succeed volunteers, and Reading Buddies (reading mentors from the University Carillon United Methodist Church who commit to meeting and reading with students on a weekly basis). The counselor works in conjunction with teachers, parents, and the school leadership team to ensure that students' needs are met in a proactive and responsive manner. We also use the BPIE – Best Practices for Inclusive Education – to identify learning opportunities and resources for students with disabilities and share this information with stakeholders.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

To address poor attendance rates, the school counselor and registrar monitor daily student attendance based on teacher feedback.

Students' behaviors are monitored weekly through student discipline referrals and teacher requests for classroom support.

Academic (and behavioral) progress is monitored on a bi-weekly basis with the Multi-Tiered Systems of Support.

Teachers, along with the behavior specialist, the staffing specialist, the guidance counselor, and the reading, math, and curriculum resource teachers monitor student progress both academically and behaviorally.

Support for students scoring below grade level proficiency includes: an after-school tutoring program, before school computer access to academic programs, intensive small group interventions and an option for Saturday School.

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	16	24	31	22	19	10	0	0	0	0	0	0	0	122
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	3	0	13	21	17	16	0	0	0	0	0	0	0	70
Level 1 on statewide assessment	0	0	0	29	24	21	0	0	0	0	0	0	0	74

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	1	0	6	20	14	16	0	0	0	0	0	0	0	57

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

To address poor attendance rates, the school counselor and registrar monitor student attendance based on teacher feedback. Parents are provided with a copy of the district attendance policy and regular and punctual attendance is emphasized. Notification for excessive absences, by number and frequency, is sent to parents throughout the school year. Meetings with the guidance counselor are scheduled to address problems that may inhibit regular school attendance. Access to community resources may be provided to parents in an effort to meet their needs. The counselor and registrar also work closely with the school's social worker. Home visits may be scheduled and additional district resources may be provided.

School suspensions usually occur as a result of student behaviors. A school-wide behavior program, CHAMPS, is in place to teach and encourage appropriate student behaviors. The district's Code of Student Conduct is reviewed each quarter with students and student behavioral issues are addressed through bi-weekly meetings as part of the Multi-Tiered System of Supports. The behavior specialist and program assistant monitor and assist with behavior plans and efforts to improve student behaviors. The school counselor is often involved in student behaviors and will meet individually or with small groups to provide social skills instruction or anger management lessons to help students interact in more appropriate or positive ways.

As a cluster school for students with Autism Spectrum Disorders, the Best Practices for Inclusive Education (BPIE), was completed as an internal assessment tool designed to improve inclusive education practices at the school level. Based on the Best Practices for Inclusive Education final rating for indicator 20, a Multi-Tiered System of Supports and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum across all grade levels for students with and without disabilities. For academics, the focus on indicator 20 with the development of Tier II and Tier III strategies form the basis for regular monitoring of student data. Daily intervention periods are scheduled for each grade level to allow for additional instruction for under-performing students. Bi-weekly meetings to monitor and address academic performance are part of the Multi-Tiered System of Supports. Student learning and progress is monitored and instruction and intervention groups are fluid to ensure learning.

An after-school tutoring program is provided for under-performing students in grades three through five. Students are identified for tutoring through reading placement tests using the iReady reading diagnostics. Students meet with teachers in small groups for two days a week for five hours per week. Tutoring groups are established as early as September and run through April in order to bridge

learning gaps. Additional opportunities for Saturday school tutoring targeting specific subgroups will also be provided. Student learning is monitored and groups may be adjusted to meet specific learning needs.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/427470>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

Bonneville Elementary School continues to increase and sustain various partnerships within the local community. The school currently has agreements with fourteen designated Partners in Education. The goal is to increase the number of community partners by 30% for the 2017-2018 school year. Kona Ice, Chick-fil-A and Flippers have provided academic incentives in an effort to support the school and student achievement.

Faith-based volunteers have generously donated their time and resources to meet the needs of children and families. Our clothing closet is staffed each month by church volunteers who collect, organize and distribute clothing, shoes and toys to children. There is a strong commitment from local churches to support our requests for items, volunteers and mentors. Last year, volunteers from the University Carillon United Methodist Church committed to act as Reading Buddies to work with more than 35 under performing students on a weekly basis.

Through an ongoing partnership with Second Harvest Food Bank, students and families are provided assistance with meals for weekends. Weekend meals are distributed to children at least twice a month to meet nutritional needs when students are not in school.

In addition, Bonneville Elementary School actively recruits community volunteers to assist in classrooms. We partner with Big Brothers/Big Sisters, Foster Grandparents, and the Foundation for Orange County Public schools for classroom volunteers. These volunteers donate their time to mentor students, to assist teachers, and to read to primary grade students--all of which supports student learning and achievement.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Sheehan, Kimrey	Principal
Houghton, Desiree	Assistant Principal
Brancato, Danielle	Instructional Coach
Nichols, Karen	Other
Savitz, Alyssa	School Counselor
Schlake, Andrea	Other
Cintron, Ivelisse	Instructional Coach
LaRusso, Emily	Instructional Coach

b. Duties

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

The Principal provides a common vision for instruction and learning and uses data as a basis for decision-making, ensures the school-based team is implementing research-based instructional strategies, monitors student learning, and assigns school resources to meet students' needs.

The Assistant Principal supports the common vision for instruction and learning and monitors and tracks student data, ensures the school-based team is implementing research-based instructional strategies, monitors student learning, and recommends school resources to meet students' needs.

The Behavior Specialist facilitates and evaluates the school-wide behavior program (CHAMPS), provides professional development and support to school staff, participates in the collection and analysis of data, develops and supports Tier 2 and Tier 3 behavioral interventions, and monitors student progress.

The Reading Coach develops, models, and evaluates school-wide reading instruction and practices, identifies and implements research-based curriculum and interventions, and provides support for all grade levels.

The Curriculum Resource Teacher develops, supports, and assists new teachers with curricula and resources, conducts the bi-weekly Multi-Tiered System of Supports meetings to monitor student progress, provides biweekly professional development, implements and supervises the after-school tutoring program, and conducts all district and state testing.

The Staffing Specialist is responsible for compliance for all exceptional education students and those with 504 plans, conducts bi-weekly Multi-Tiered System of Supports meetings to monitor student progress, and collaborates with both general education and exceptional education teachers to ensure the least restrictive learning environment for all students.

The Math-Science Coach develops, models, and evaluates school-wide mathematics and science instruction and practices, identifies and implements research-based curriculum and interventions, and provides support for all grade levels.

The Guidance Counselor supports the social and emotional needs of students and provides individual, small group, and whole class instruction based on student data and teacher recommendations.

The Leadership team actively monitors and supports student learning. The team meets weekly to discuss instructional strengths and areas of support, to plan for professional development, to assess academic and behavioral needs of students and to review data collection, progress monitoring, and data analysis. The Principal and Assistant Principal conduct all teacher observations, both formal and informal, in order to monitor instructional strategies and student achievement. The Reading Coach, Math-Science Coach, Curriculum Resource Teacher and the Staffing Specialist are trained in the Marzano evaluation process and conduct non-evaluative observations for coaching feedback purposes only.

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 Principal and Leadership Team members meet in early spring with the release of next year's projected student enrollment and school budget to plan for the personnel needs for the coming school year. Teacher input and school needs are aligned and a tentative teaching schedule is drafted. The hiring process takes into consideration student needs (i.e. bilingual teachers, teachers with gifted endorsement or exceptional education certification). Personnel decisions are based on matches between school needs and certificated teaching candidates. The Principal and Assistant Principal reviewed instructional needs, revised the interview questions for teachers, and conducted joint interviews to staff the school for both instructional and classified positions.

The Principal, Assistant Principal, and members of the Leadership Team utilize district offerings and recommendations to identify and purchase instructional resources. Team members investigate and research the various offerings to identify resources that can be purchased by the school to meet student needs. District resources, including core curricula and writing programs, are made available to teachers with district-provided training. Additional training is provided by the instructional coaches. These trainings are conducted in response to teachers' needs and support classroom instruction and student learning.

Curricular resources, for differentiated instruction, are likewise researched to determine best fit for student needs. Every attempt is made to address student needs whether for English language learners, exceptional education students, or gifted learners.

The methodology for coordinating and supplementing federal, state and local funds, services, and programs is fairly prescribed by the district. Spending allocations for various monies meet the criteria established by the district.

Federal IDEA monies are allocated to the school by the district and determined by student needs. IDEA funds are used to purchase the positions of Behavior Specialist and Program Assistant to meet the needs of exceptional education students. The Principal is responsible for allocating IDEA funds. As a Title I school, the school is allocated additional monies to meet the needs of students. These funds are encumbered in the school budget and used to purchase additional instructional positions including those of Parent Engagement Liaison, Math-Science Coach and Reading Coach. Additional Title I monies are used to pay for after-school tutoring as provided by Bonneville teachers. The Guidance Counselor, in conjunction with the district's Title I Coordinator, is trained and responsible for meeting and complying with all Title I expectations.

Title II funds are no longer available for individual school use. Instead, the district is allocating human and physical resources to schools to enhance teacher knowledge and professional practice. The Curriculum Resource Teacher is the liaison for human and physical resources provided by the district. Title III funds, allocated by the district, provide for educational services and curricular resources, to aid in the instruction of English language learners. The Curriculum Resource Teacher is responsible for ELL compliance and the use of Title III funds.

Supplemental Academic Instruction (SAI) funds are used to pay teachers as tutors in the after-school tutoring program. After-school tutoring will be provided from September through April twice a week. Tutoring will be offered for selected third, fourth, and fifth grade students. Supplemental Academic Instruction funds may also be used to purchase additional research-based resources to increase student achievement. The Principal is responsible for disbursing SAI funds.

An electronic inventory of all purchased resources is maintained by the Media Specialist/Textbook Manager, allowing for easy access and accountability.

Given limited resources and funding, allocation decisions are based upon prioritized student needs, often considering the greatest number of children to be impacted and a cost-benefit analysis.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kimrey Sheehan	Principal
Heba Itani	Teacher
Norman Briceno	Business/Community
Jessica Febus	Education Support Employee
Esther Restrepo	Business/Community
Karen Nichols	Teacher
Milissa Acevedo	Parent
Melissa Gamarra	Parent
Jenn Langston	Parent
Gladis Nunez	Parent
Nancy Oquendo	Parent
Vicmary Otero	Parent
Erika Vargas	Student
Flor Ulloa	Parent
Tamaris Diaz	Education Support Employee
Carol Wright	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council of Bonneville Elementary School conducts evaluations of the School Improvement Plan throughout the year. In October of 2015, the School Advisory Council of Bonneville Elementary School reviewed the computer-based programs for reading and math instruction purchased for classroom and home use. In February of 2017, the School Advisory Council completed the mid-year review and discussed the three School Improvement Plan goals, reviewed the activities that were implemented, and discussed the outcomes. At the April 2017 meeting, School Advisory Council members reviewed and approved the Parent Involvement Plan and Grade Level Compacts. At each meeting, student learning in reading, math, and science and the use of district-supported curriculum and materials are reviewed.

b. Development of this school improvement plan

The School Advisory Council reviews the School Improvement Plan during regularly scheduled meetings. The plan addresses student learning and achievement as measured by the Florida Standards Assessments in English Language Arts (reading and writing) and mathematics. In preparation for the development of this year's School Improvement Plan, the 2016-2017 School Advisory Council members began the process of collecting information to analyze and develop the 2017-2018 plan. At the April meeting, in 2017, the results of the Parent and Family Engagement Policy (PEFP) were disseminated to School Advisory Council members who discussed the outcomes as a prelude to developing both the School Improvement Plan and the Title I Parental Involvement Plan. Members also reviewed the current demographic changes in Bonneville's students. Continuing

with data analysis, at the April 2017 School Advisory Council meeting, committee members identified actions they felt were critical and necessary to be included in the 2017-2018 School Improvement Plan and the Parent and Family Engagement Policy.

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

The School Advisory Council assisted in preparation of the school's budget by participating in discussions regarding the budgeting process and parameters that must be met when making allocations. The principal explained the district's budgeting process and shared funding allocations for the school. The SAC members provided suggestions and input regarding the configuration of instructional personnel and needs of the school.

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

School Improvement funds have not been allocated for the current school 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.

Not applicable

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
Sheehan, Kimrey	Principal
DelliBovi, Diane	Teacher, K-12
Brancato, Danielle	Instructional Coach
Zeiler, Renee	Teacher, K-12
Judah, Kira	Teacher, K-12
Brugnoni, Clara	Teacher, K-12
Andrade, Amy	Teacher, K-12
Davis, Emily	Teacher, K-12

b. Duties

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

During the 2017-2018 school year, the Literacy Leadership Team or District Professional Learning Community team will:

1. choose appropriate, content specific complex texts and assign standards-aligned tasks
2. model close reading strategies and tools
3. observe peers
4. reflect and modify instructional practice based on student evidence and professional learning

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Collaborative norms were given and reviewed during pre-planning to ensure cooperative and cohesive teams. Common planning time is provided each day for teachers to plan collaboratively for instruction. Grade level teams are required to meet each Monday. Then the grade level teams meet collectively with the Principal, Assistant Principal, Reading Coach and Math-Science Coach during Professional Learning Community meetings each Thursday (for reading) and Friday (for math) to ensure that standards are addressed, student evidence is established, and engaging learning activities are planned.

The additional planning times allow for extended teacher planning to meet the rigor of Florida Standards Assessments. The Reading and Math-Science Coaches, by providing direction, clarification, and resources will encourage positive and collaborative working relationships. Non-evaluative classroom observations, conducted by the Curriculum Resource Teacher, Reading Coach, Math-Science Coach, and the Staffing Specialist will be conducted every three weeks or as needed, for coaching and feedback purposes. The Principal and Assistant Principal will conduct all formal and informal observations, as a means of reinforcing the lesson planning efforts of the previous week and to ensure the use of research-based strategies to meet the rigor of the standards.

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

Extensive care is given to the recruitment, development and retention of highly qualified, certified-in-field, effective teachers. A careful analysis of school needs and instructional qualifications is developed to maximize teacher potential. Teacher candidate resumes and qualifications are reviewed before interviews are scheduled. An extensive history of the school, our students and families, our school goals and needs are shared during the interview process. Interview questions are designed to elicit teaching strengths, classroom management plans, and effective instructional practices. Reference checks for each teacher candidate with candidates' interview responses are carefully evaluated before any offer of employment is made.

The professional development of teachers is an ongoing cycle to improve instructional practices and to promote student learning. The district's three-year plan for professional development focuses on literacy with the following components: year 1--text complexity, year 2--text dependent questions, and year 3--writing with evidence in response to complex text. The District Professional Learning Community (DPLC) team, comprised of school leaders from each grade level, kindergarten through fifth, will attend six professional development trainings throughout the year and develop grade-specific action plans for implementation of the training. In addition, the Framework for Powerful Learning Professional Learning Cycle in which teachers will be given training, the opportunity for safe practice, observing colleagues and receiving feedback, completing professional readings, analyzing student data, and monitoring, measuring, and modifying instructional practice will be embedded after each of the six professional development sessions.

Professional development is often needs-based and, in some cases, determined by the district. With the new teacher evaluation system, professional development has focused on understanding and implementing effective teaching strategies. New teachers to the profession and teachers new to the school are paired with mentors and/or buddies to provide additional support. Teachers new to the profession are also part of an induction program designed to increase their professional competencies and knowledge.

Soliciting teacher input and allowing for teacher choice and preference in grade level assignments or teams helps to retain highly qualified teachers. By providing opportunities to share their areas of expertise and by showcasing and highlighting their talents, teachers can extend their influence to peers.

Participation by school leaders in the District Professional Learning Community team should increase teacher capacity and retention of highly-qualified instructional personnel.

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

Mentor teachers are selected based on student achievement, a willingness to collaborate, and recognized teacher-leader traits exhibited in the classroom and throughout the school. Mentors meet with their mentees on a weekly basis to discuss issues and concerns. Pairings are made to match temperaments, philosophies, and compatibility.

New teachers participate in monthly meetings to support them throughout the school year. Information is timely and planned to meet their immediate needs. All new teachers are required to complete their first year portfolio of Professional Educational Competencies.

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.

All core instructional materials are selected by the district. By deconstructing the standards, the core instructional program is examined to determine gaps and overlaps between standards and instructional materials. Supplemental resources and materials are aligned with the scope and sequence (schedule) and Curriculum Resource Materials (CRM) as determined by the district. Teachers are expected to become familiar with the standards to insure instruction is matched in both complexity and rigor.

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 will utilize student data to make instructional decisions and to differentiate instruction. Class rosters provide student demographic information and prior year data is available to assist teachers in grouping students. Placement tests will provide additional data so teachers can better group students for small group instruction, scaffolded instruction, and interventions.

Regular formative and summative assessments will be used to determine the effectiveness of instruction and student mastery of the standards.

Modifications to instruction, whether for those students having difficulties or for those who are proficient, are fluid and based on student data. For those students having difficulties, daily intervention times allow for more directed, teacher-led instruction. For those students showing proficiency, daily enrichment times allow for deeper and more extensive application of concepts. Utilizing the Best Practices for Inclusive Education (BPIE) enables the school to determine needs and identify strategies which then can be incorporated into Tier II and Tier III interventions. Indicator 20 of the BPIE specifically focuses on multi-tiered system of student supports (MTSS). For those students who persist with difficulties, the Multi-Tiered System of Supports process takes effect. Teachers meet bi-weekly to discuss student data and to determine appropriate interventions. Student learning and growth are monitored and instruction and interventions will be modified based on continuous, rather than discrete, data.

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: Before School Program

Minutes added to school year: 8,100

Extended Media Center Hours

Strategy Rationale

As a Title I school, Bonneville Elementary provides for extended media center hours so children have access to books and computers. Additional media center time allows for greater participation in the Accelerated Reader program and increased use of computer software to assist in reading and math.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Crowe, Holly , holly.crowe@ocps.net

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

Data will be collected with student check-outs of books and participation in Accelerated Reader, and iReady (reading and math) programs.

Strategy: Weekend Program

Minutes added to school year: 2,520

Saturday School Tutoring

Strategy Rationale

Additional time will be allocated to help students master both reading and math standards.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Cintron, Ivelisse, ivelisse.cintron@ocps.net

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

The district will provide curriculum for students in grades 3-5 for ELA instruction and possibly math instruction. Instructional materials will dig deeper into previously taught standards to provide the opportunity for additional practice.

Strategy: Extended School Day

Minutes added to school year: 6,360

After-school tutoring will be provided twice a week for four hours per week to meet the learning needs of under performing students in grades 3-5. This tutoring targets students in need of extra academic support.

Strategy Rationale

Additional time will be allocated to help students master both reading and math standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Cintron, Ivelisse, ivelisse.cintron@ocps.net

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

Formative and summative assessments and data from iReady (reading and math) will be monitored to determine student learning.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

For incoming students, transition plans are created and communicated with parents of preschool children transitioning from early childhood to elementary. Voluntary pre-kindergarten students, pre-kindergarten students with varying exceptionalities, and pre-kindergarten students with autism visit kindergarten classes and parents meet with kindergarten teachers to review kindergarten expectations. Voluntary pre-kindergarten students, pre-kindergarten students with varying exceptionalities, and pre-kindergarten students with autism are routinely welcomed and invited to participate in all Bonneville activities. Parents of voluntary pre-kindergarten students, pre-kindergarten students with varying exceptionalities, and pre-kindergarten students with autism are invited to informational meetings about kindergarten and our primary unit for students with Autism Spectrum Disorders in March prior to the start of kindergarten. At the meeting, parents may register children, learn about the curriculum, participate in a parent orientation, meet the teachers, and tour classrooms.

Current students in the voluntary pre-kindergarten, pre-kindergarten for varying exceptionalities, and pre-kindergarten for students with Autism Spectrum Disorders visit kindergarten classrooms in May. Students stay for part of the reading lesson. They can ask questions of the teacher and other students. This practice helps to reduce the anxiety of students starting kindergarten. All parents are invited to attend the Meet Your Teacher event the week prior to school. In addition, parents are invited to attend the annual Open House event and encouraged to become members of the Parent Teacher Association or ADDitions and participate in the School Advisory Council or the Multilingual Parent Leadership Council.

For outgoing fifth grade students, the school counselor works with the counseling staff from the feeder middle school to prepare students for the transition from elementary to secondary. Designated

orientations for rising sixth grade students are conducted at the middle school and allow for a tour of the campus and an explanation of course offerings. The school counselor coordinates the fifth graders' articulation to the middle school. The counselor is also instrumental in acting as a liaison for students and parents as they transition from elementary to secondary.

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.

Bonneville Elementary strives to create a college and career culture and to develop college and career aspirations for all students. The school counselor helps to facilitate the college and career exploration process with kindergarten to fifth grade students through a variety of programs and strategies. The school counselor employs standards from the American School Counselor Association to increase college and career competency in our students.

All students participate in our district-wide Teach-In event which is an opportunity for community members to showcase their careers to students. During this event, students attend mini breakout sessions where they are presented with a variety of careers ranging from firefighter and meteorologist to veterinarian and architect. Presenters provide information to students about their careers, the type of education required for their careers, and the reasons for choosing their particular career paths. Students have the opportunity to ask questions to deepen their knowledge and also participate in a reflection activity where they reflect on their new knowledge by writing about their future career interests and the goals they need to achieve to enter a particular career field.

Throughout the school year, students in third through fifth grades will be exposed to various college and career lessons. Students will complete career interest surveys, research various careers, and develop measurable career goals.

Additionally, the school counselor disaggregates school data to identify any barriers impeding academic success. When disaggregating school data for the 2017-2018 school year, the school counselor identified forty one students as at-risk. At-risk is defined as students having one of more of the following factors; one or more suspensions, attendance below 90%, a level 1 on FSA English Language Arts or math, and/or course failure in English Language Arts or math. The school counselor will draft a plan for each of these students. All strategies implemented in the plan address personal/ social, academic, and career and college readiness standards. The strategies to be taught include goal-setting, social skills and problem-solving, positive self-talk, managing test anxiety, study skills, and test preparation. Identified students will receive instruction in a small group setting. Another opportunity will include the use of adult mentors through our partnership with University Carrilon United Methodist Church and Big Brothers/Big Sisters and students who are in need of more intensive mental health services will receive support through our district mental health program, Students with Emotional and Behavioral Disabilities (SEDNET).

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

During the 2017-2018 school year, students will have the opportunity to gain familiarity with computer software programs for presentations, spreadsheets, and word processing.

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

For fifth grade students, the school counselor provides classroom instruction geared to course selections and career options. The lessons coincide with course selections for middle school and focus on various post-secondary choices, the incomes associated with various education levels, and individual budgeting. Students have the opportunity to understand the relationship between education and income levels.

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.

Bonneville utilizes tutoring to scaffold the learning for students who are not on grade level in reading and math.

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.** Increasing proficiency levels in ELA and Mathematics learning gains for all students. (Division Priority: Ensure career and college readiness)
- G2.** Increase ELA, Mathematics and Science proficiency in all subgroups (Division Priority: Accelerate Student Performance)
- G3.**

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. Increasing proficiency levels in ELA and Mathematics learning gains for all students. (Division Priority: Ensure career and college readiness) 1a

G095290

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack of experience planning for enrichment activities
- Lack of knowledge in planning to help students generate and test hypotheses

Resources Available to Help Reduce or Eliminate the Barriers 2

- Project Lead the Way/STEM
- iReady
- Weekly PLCs

Plan to Monitor Progress Toward G1. 8

iReady Diagnostic for Reading and Math

Person Responsible

Danielle Brancato

Schedule

On 5/31/2018

Evidence of Completion

iReady Diagnostic scores will be reviewed to determine if students are meeting adequate growth

G2. Increase ELA, Mathematics and Science proficiency in all subgroups (Division Priority: Accelerate Student Performance) 1a

G095291

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	64.0
FSA ELA Achievement	60.0
FSA Mathematics Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Instructional Needs: There is a need to develop a common language and protocol for the lesson planning process.
- Instructional Needs: There is a need to align student learning tasks with standards to ensure grade-appropriate rigor

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administrators facilitate job-embedded professional development on inclusive practices for all school personnel.
- Administrators facilitate job-embedded, technical assistance on inclusive practices for all school personnel.

Plan to Monitor Progress Toward G2. 8

Common Assessments (performance on each standard), iReady data, MAP data

Person Responsible

Ivelisse Cintron

Schedule

On 6/2/2018

Evidence of Completion

iReady Diagnostic scores, Common Assessments will be reviewed specific to performance on each standard, and MAP scores

G3. 1a

G095292

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

-

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. Increasing proficiency levels in ELA and Mathematics learning gains for all students. (Division Priority: Ensure career and college readiness) **1**

 G095290

G1.B1 Teachers lack of experience planning for enrichment activities **2**

 B256510

G1.B1.S1 Additional computer time for i-Ready reading and math **4**

 S271279

Strategy Rationale

Allows students in the top 25% to work at their instructional level for reading and math

Action Step 1 **5**

Invite students in the top 25% to come before school to access i-Ready in computer lab(s)

Person Responsible

Desiree Houghton

Schedule

On 9/12/2017

Evidence of Completion

Letter sent home to students in the top 25% inviting them to access computer lab before school hours

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

Attendance monitored and i-Ready progress monitored

Person Responsible

Alyssa Savitz

Schedule

On 3/30/2018

Evidence of Completion

A monthly report will be collected containing both attendance data and iReady progress data. The parent will receive a letter periodically updating them of attendance and academic standing.

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

Monitor iReady Diagnostic Results and Usage Reports

Person Responsible

Danielle Brancato

Schedule

On 6/2/2018

Evidence of Completion

iReady Lesson Plan Completion Reports

G1.B1.S2 Incorporate STEM Activities from Project Lead the Way **4**

 S271280

Strategy Rationale

Enrich our top 25% with hands-on STEM activities that challenge their problem-solving skills

Action Step 1 **5**

Project Lead the Way/STEM Activities

Person Responsible

Kimrey Sheehan

Schedule

Weekly, from 12/1/2017 to 5/31/2018

Evidence of Completion

Send letter home inviting top 25% of students to participate in Project Lead the Way.

Action Step 2 **5**

District Professional Learning Community Leadership Team

Person Responsible

Kimrey Sheehan

Schedule

Every 2 Months, from 9/15/2017 to 5/15/2018

Evidence of Completion

Teachers will collect samples of complex text across content areas, DPLC agenda/evidence of trainings, and student artifacts to support effective meetings and trust definitions.

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

Classroom Walkthroughs to observe close read strategies being implemented through STEM activities.

Person Responsible

Emily LaRusso

Schedule

Biweekly, from 12/1/2017 to 5/31/2018

Evidence of Completion

Teacher feedback regarding implementation gained through walkthroughs

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

Evaluation of student final products

Person Responsible

Emily LaRusso

Schedule

Monthly, from 12/1/2017 to 5/31/2018

Evidence of Completion

Student projects will be assessed using a standards based rubric for each MTP.

G1.B2 Lack of knowledge in planning to help students generate and test hypotheses **2**

 B256511

G1.B2.S1 Increase and standardize student opportunities for off-campus educational experiences **4**

 S271281

Strategy Rationale

Align educational experiences (i.e. field trips) with grade-level standards and ensure sequential exposure to these experiences for students progressing through grades K-5

Action Step 1 **5**

Align educational experiences (field trips) with grade-level standards and ensure sequential exposure to these experiences as students move through grades K-5

Person Responsible

Alyssa Savitz

Schedule

Quarterly, from 8/24/2017 to 5/31/2018

Evidence of Completion

Maintain annual grade-level schedule for field trips and document the specific standard(s) that align with each educational experiences.

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

Review of lesson plans and collaboration during weekly PLCs

Person Responsible

Emily LaRusso

Schedule

On 5/31/2018

Evidence of Completion

Lesson plans will be reviewed to ensure cognitively complex academic tasks were deliberately planned

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

Collaboration during weekly PLCs

Person Responsible

Desiree Houghton

Schedule

On 5/31/2018

Evidence of Completion

Lesson plans will be updated as needed to include cognitively complex tasks

G1.B2.S2 Increase implementation of cognitively complex opportunities for students 4

 S271282

Strategy Rationale

Students need increased opportunities to engage in cognitively complex tasks

Action Step 1 5

Teachers will deliberately plan for cognitively complex tasks that are aligned with the standards

Person Responsible

Desiree Houghton

Schedule

On 5/31/2018

Evidence of Completion

Lesson plans and formative assessments

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

Lesson plans reviewed and classroom walkthroughs

Person Responsible

Kimrey Sheehan

Schedule

On 5/31/2018

Evidence of Completion

Lesson plan review and feedback; Classroom observations

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Administration and coaches will attend all PLC meetings

Person Responsible

Kimrey Sheehan

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

PLC meeting notes with clear outcomes

G2. Increase ELA, Mathematics and Science proficiency in all subgroups (Division Priority: Accelerate Student Performance) 1

 G095291

G2.B1 Instructional Needs: There is a need to develop a common language and protocol for the lesson planning process. 2

 B256512

G2.B1.S1 Teachers are required to meet several days per week to plan lessons together. Every Thursday and Friday, the School Leadership Team will join Professional Learning Communities to support teachers in developing common language, planning lessons aligned with the standards, and creating formative assessments to ensure student proficiency. 4

 S271283

Strategy Rationale

To support teachers in the planning process.

Action Step 1 5

Teachers with coaches deconstruct the standards for each MTP prior to instruction.

Person Responsible

Danielle Brancato

Schedule

Weekly, from 8/15/2017 to 6/2/2018

Evidence of Completion

Lesson Plans aligned to the standard being covered.

Action Step 2 5

Plan standards based lessons along with formative assessment to check for understanding.

Person Responsible

Emily LaRusso

Schedule

On 6/2/2018

Evidence of Completion

Lesson Plans & formative assessments

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

Lesson plans will be checked prior to each MTP covered.

Person Responsible

Emily LaRusso

Schedule

On 6/2/2018

Evidence of Completion

Lesson Plan review and feedback, Classroom observations

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

Administration and Coaches will attend all PLC meetings.

Person Responsible

Kimrey Sheehan


Schedule

Weekly, from 8/15/2017 to 6/2/2018

Evidence of Completion

PLC meeting notes & agendas

G2.B2 Instructional Needs: There is a need to align student learning tasks with standards to ensure grade-appropriate rigor **2**

 B256513

G2.B2.S1 Access MTPs and Safari Montage resources to align learning tasks with standards **4**

 S271285

Strategy Rationale

Utilize resources that have aligned learning tasks with standards

Action Step 1 **5**

Access MTPs and Safari Montage resources during lesson planning

Person Responsible

Danielle Brancato

Schedule

On 5/31/2018

Evidence of Completion

Coaches and teachers will bring available resources to PLC meetings and use MTPs to plan instruction.

Action Step 2 **5**

District Professional Learning Community

Person Responsible

Kimrey Sheehan

Schedule

Every 2 Months, from 9/15/2017 to 5/15/2018

Evidence of Completion

Teachers will collect samples of complex text across content areas, DPLC agenda/evidence of training, and student artifacts to support effective meetings and trust definitions.

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

Attend weekly PLCs and Lesson Plan Review

Person Responsible

Danielle Brancato

Schedule

On 5/31/2018

Evidence of Completion

PLC meeting notes and agenda

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

Administrators and coaches will attend weekly PLCs

Person Responsible

Kimrey Sheehan

Schedule

Weekly, from 9/1/2017 to 5/31/2018








Evidence of Completion

PLC meeting notes with clear outcomes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.A1  A363655	Invite students in the top 25% to come before school to access i-Ready in computer lab(s)	Houghton, Desiree	9/12/2017	Letter sent home to students in the top 25% inviting them to access computer lab before school hours	9/12/2017 one-time
G1.B1.S1.MA1  M388698	Attendance monitored and i-Ready progress monitored	Savitz, Alyssa	9/19/2017	A monthly report will be collected containing both attendance data and iReady progress data. The parent will receive a letter periodically updating them of attendance and academic standing.	3/30/2018 one-time
G2.B2.S1.A2  A363663	District Professional Learning Community	Sheehan, Kimrey	9/15/2017	Teachers will collect samples of complex text across content areas, DPLC agenda/evidence of training, and student artifacts to support effective meetings and trust definitions.	5/15/2018 every-2-months
G1.B1.S2.A2  A363657	District Professional Learning Community Leadership Team	Sheehan, Kimrey	9/15/2017	Teachers will collect samples of complex text across content areas, DPLC agenda/evidence of trainings, and student artifacts to support effective meetings and trust definitions.	5/15/2018 every-2-months
G1.MA1  M388705	iReady Diagnostic for Reading and Math	Brancato, Danielle	8/22/2017	iReady Diagnostic scores will be reviewed to determine if students are meeting adequate growth	5/31/2018 one-time
G1.B2.S1.MA1  M388701	Collaboration during weekly PLCs	Houghton, Desiree	8/22/2017	Lesson plans will be updated as needed to include cognitively complex tasks	5/31/2018 one-time
G1.B2.S1.MA1  M388702	Review of lesson plans and collaboration during weekly PLCs	LaRusso, Emily	8/22/2017	Lesson plans will be reviewed to ensure cognitively complex academic tasks were deliberately planned	5/31/2018 one-time
G1.B2.S1.A1  A363658	Align educational experiences (field trips) with grade-level standards and ensure sequential...	Savitz, Alyssa	8/24/2017	Maintain annual grade-level schedule for field trips and document the specific standard(s) that align with each educational experiences.	5/31/2018 quarterly
G2.B2.S1.MA1  M388708	Administrators and coaches will attend weekly PLCs	Sheehan, Kimrey	9/1/2017	PLC meeting notes with clear outcomes	5/31/2018 weekly
G2.B2.S1.MA1  M388709	Attend weekly PLCs and Lesson Plan Review	Brancato, Danielle	9/1/2017	PLC meeting notes and agenda	5/31/2018 one-time
G2.B2.S1.A1  A363662	Access MTPs and Safari Montage resources during lesson planning	Brancato, Danielle	9/1/2017	Coaches and teachers will bring available resources to PLC meetings and use MTPs to plan instruction.	5/31/2018 one-time
G1.B1.S2.MA1  M388699	Evaluation of student final products	LaRusso, Emily	12/1/2017	Student projects will be assessed using a standards based rubric for each MTP.	5/31/2018 monthly
G1.B1.S2.MA1  M388700	Classroom Walkthroughs to observe close read strategies being implemented through STEM activities.	LaRusso, Emily	12/1/2017	Teacher feedback regarding implementation gained through walkthroughs	5/31/2018 biweekly
G1.B1.S2.A1  A363656	Project Lead the Way/STEM Activities	Sheehan, Kimrey	12/1/2017	Send letter home inviting top 25% of students to participate in Project Lead the Way.	5/31/2018 weekly
G1.B2.S2.MA1  M388703	Administration and coaches will attend all PLC meetings	Sheehan, Kimrey	9/1/2017	PLC meeting notes with clear outcomes	5/31/2018 weekly
G1.B2.S2.MA1  M388704	Lesson plans reviewed and classroom walkthroughs	Sheehan, Kimrey	9/1/2017	Lesson plan review and feedback; Classroom observations	5/31/2018 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S2.A1  A363659	Teachers will deliberately plan for cognitively complex tasks that are aligned with the standards	Houghton, Desiree	9/1/2017	Lesson plans and formative assessments	5/31/2018 one-time
G2.MA1  M388710	Common Assessments (performance on each standard), iReady data, MAP data	Cintron, Ivelisse	8/15/2017	iReady Diagnostic scores, Common Assessments will be reviewed specific to performance on each standard, and MAP scores	6/2/2018 one-time
G1.B1.S1.MA1  M388697	Monitor iReady Diagnostic Results and Usage Reports	Brancato, Danielle	8/22/2017	iReady Lesson Plan Completion Reports	6/2/2018 one-time
G2.B1.S1.MA1  M388706	Administration and Coaches will attend all PLC meetings.	Sheehan, Kimrey	8/15/2017	PLC meeting notes & agendas	6/2/2018 weekly
G2.B1.S1.MA1  M388707	Lesson plans will be checked prior to each MTP covered.	LaRusso, Emily	8/15/2017	Lesson Plan review and feedback, Classroom observations	6/2/2018 one-time
G2.B1.S1.A1  A363660	Teachers with coaches deconstruct the standards for each MTP prior to instruction.	Brancato, Danielle	8/15/2017	Lesson Plans aligned to the standard being covered.	6/2/2018 weekly
G2.B1.S1.A2  A363661	Plan standards based lessons along with formative assessment to check for understanding.	LaRusso, Emily	8/15/2017	Lesson Plans & formative assessments	6/2/2018 one-time

V. Professional Development Opportunities

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

G1. Increasing proficiency levels in ELA and Mathematics learning gains for all students. (Division Priority: Ensure career and college readiness)

G1.B1 Teachers lack of experience planning for enrichment activities

G1.B1.S2 Incorporate STEM Activities from Project Lead the Way

PD Opportunity 1

Project Lead the Way/STEM Activities

Facilitator

Emily LaRusso

Participants

Teachers of enrichment groups

Schedule

Weekly, from 12/1/2017 to 5/31/2018

PD Opportunity 2

District Professional Learning Community Leadership Team

Facilitator

District Professional Learning Community School Based Team

Participants

Teacher leaders

Schedule

Every 2 Months, from 9/15/2017 to 5/15/2018

G2. Increase ELA, Mathematics and Science proficiency in all subgroups (Division Priority: Accelerate Student Performance)

G2.B2 Instructional Needs: There is a need to align student learning tasks with standards to ensure grade-appropriate rigor

G2.B2.S1 Access MTPs and Safari Montage resources to align learning tasks with standards

PD Opportunity 1

District Professional Learning Community

Facilitator

Sheehan, Kimrey

Participants

Teacher Leaders

Schedule

Every 2 Months, from 9/15/2017 to 5/15/2018

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	Invite students in the top 25% to come before school to access i-Ready in computer lab(s)				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2110	100-Salaries	0871 - Bonneville Elementary	Title, I Part A		\$7,000.00
			<i>Notes: Salary of teacher to have media center open for student access and monitoring.</i>			
2	G1.B1.S2.A1	Project Lead the Way/STEM Activities				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0871 - Bonneville Elementary			\$5,000.00
3	G1.B1.S2.A2	District Professional Learning Community Leadership Team				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0871 - Bonneville Elementary	General Fund		\$3,000.00
			<i>Notes: In order for teachers to be trained at the DPLC the cost of substitutes are required for 5 days over the course of a school year.</i>			
4	G1.B2.S1.A1	Align educational experiences (field trips) with grade-level standards and ensure sequential exposure to these experiences as students move through grades K-5				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0871 - Bonneville Elementary	General Fund		\$1,200.00
5	G1.B2.S2.A1	Teachers will deliberately plan for cognitively complex tasks that are aligned with the standards				\$12,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0871 - Bonneville Elementary	Other		\$12,800.00
			<i>Notes: A planning day for each grade level that comes out of the district fund.</i>			
6	G2.B1.S1.A1	Teachers with coaches deconstruct the standards for each MTP prior to instruction.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	0871 - Bonneville Elementary	General Fund		\$0.00

Orange - 0871 - Bonneville Elementary - 2017-18 SIP
 Bonneville Elementary

	5100	100-Salaries	0871 - Bonneville Elementary	General Fund		\$0.00
			<i>Notes: Salaries for classroom teachers</i>			
7	G2.B1.S1.A2	Plan standards based lessons along with formative assessment to check for understanding.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	0871 - Bonneville Elementary	General Fund		\$0.00
			<i>Notes: Salaries for coaches to help teachers plan lessons and create formative assessments.</i>			
8	G2.B2.S1.A1	Access MTPs and Safari Montage resources during lesson planning				\$0.00
9	G2.B2.S1.A2	District Professional Learning Community				\$0.00
					Total:	\$29,000.00