

Marion County Public Schools

Bellevue Elementary School



2017-18 Schoolwide Improvement Plan

Belleview Elementary School

5556 SE COUNTY HIGHWAY 484, Belleview, FL 34420

[no web address on file]

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	36%

School Grades History

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

**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 Marion 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 Belleview Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Belleview Elementary School will provide a quality learning environment where students will learn and become responsible, self-sufficient citizens, who will be willing and able to become contributing members of our democratic society.

b. Provide the school's vision statement.

Ensuring all students are learning to their maximum potential.

2. School Environment

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

Faculty and Staff utilizes Kagan Cooperative Learning Structures. One of the focuses of these structures are building social skills among students and relationships within the classroom. Teachers are frequently reminded how to cultivate these relationships and ensure that students feel like they are an important part of their class.

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

We implement school wide rules and expectations to create a safe environment, where all students are held to the same expectations in all settings. We call these expectations the Belleview Basics (be respectful, be responsible, be an active learn, and be safe). When these expectations aren't being followed, students and staff members have meaningful conversations that go back to these expectations, which are essential to building good character traits and creating a safe learning environment. Staff members and members of the administrative team are strategically placed throughout campus before school, during school, and during dismissal to help provide a safe environment. We hold a Safety Committee meeting once a month to address any safety concern that may arise throughout the year.

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.

Our school implements a Positive Behavior Support (PBIS) system. All of our students and staff are expected to follow the Tier 1 Expectations (Be respectful, be responsible, be an active learner, and be safe). The expectations and rules are posted in all of the various areas on campus. Teachers receive training during back to school week and periodically throughout the year. Students are continually reminded of these expectations and rules by various staff members throughout each and every day. Minor disciplinary incidents are not automatically a referral. Staff members are required to utilize a behavior tracking form that requires an intervention, parent contact, and re-teaching of the expectation(s) and the specific rule (s) concerning the infraction. This helps to provide consistency and builds relationships with parents because parent communication is required if a second incident occurs. Our teachers use varied instructional methods with reduces inappropriate behaviors.

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.

Teachers and students have been told that the students can request time with the guidance counselor as needed. The procedure is for the teacher to call the guidance office to ensure that the guidance counselor is available. If there is need for long term counseling then the guidance counselor will refer the student out to community resources. The guidance counselor also offers classroom guidance lessons that any teacher can request at any time. The guidance counselor will also work with small groups of students on a weekly basis which focus on appropriate behaviors. She will service Tier II and Tier III students for behavior.

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.

We utilize Unify as our school's early warning system which allows us to identify students with low attendance (less than 90%), discipline problems (5 or more discipline referrals) or poor academic performance as indicated by a level 1 on FSA or failure of 2 or more courses. However, the FSA data is not currently available. Also, because Unify doesn't identify students with 1 or more suspensions or specific course failure, we utilized our Student Management System historical site to pull data on one or more suspensions and failure of English Language Arts and Math for a total spreadsheet of the students identified with Unify.

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	31	43	20	36	24	27	0	0	0	0	0	0	0	181
One or more suspensions	4	18	11	21	11	20	0	0	0	0	0	0	0	85
Course failure in ELA or Math	14	23	29	0	0	0	0	0	0	0	0	0	0	66
Level 1 on statewide assessment	0	0	0	82	68	68	0	0	0	0	0	0	0	218

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	26	39	41	53	39	59	0	0	0	0	0	0	0	257

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

Every 2 months, we conduct Student of Concern (SOC) meetings with all members of our Synergy team (administrators, dean, guidance counselor, academic coach, school psychologist, behavior specialist, and social worker). The team examines students who are exhibiting 2 or more early warning indicators and determines the plan of action or intervention needed based on each child's tier. Throughout the year, the Student of Concern committee monitors the progress of each student to determine if the intervention needs to be adjusted or the student moved to the next tier.

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 available at the school site.

2. Description

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.

Our business partner, Belleview United Methodist Church, is very involved in supporting our school through providing school materials for needed children or volunteering in the classroom. Tutors for Kids is an organization that supports our school through providing trained tutors for students with academic needs. Several local business also provide our school with student supplies to assist our underprivileged students.

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
Varner, Stacey	Principal
Fritz, Pam	Assistant Principal
Clifford, Marty	Dean
Binkley, Myriam	Instructional Coach
Newmones, Stacie	Instructional Coach
Bright, Tierwanda	School Counselor

b. Duties

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

The Literacy & Math Content Area Specialist will provide modeling, conduct research on methods to address student weaknesses in their subject area, and assist with professional development and parent training. They also lead grade levels in data analysis to guide instruction and increase student achievement. The Guidance Counselor and Student Service Management (Dean) assist in planning parent evenings with the administration and coaches as well as working with teachers and students on social-emotional services.

The principal and assistant principal provide professional development activities throughout the year based on observation data.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Instructional Coaches and Assistant Principal disaggregate data, create data charts/spreadsheets to share with Teachers and Principal, and create data charts. The administrators utilize the data information to determine how to provide additional support needed such as materials, adjustments of paraprofessionals to provide enrichment or remediation. The team meets throughout the year to discuss data results, professional development needs, and other training needs and makes decisions based on data and feedback. The assistant principal and CAS (Literacy & Math) are responsible for keeping the inventory of resources available for teachers to use. The team examines individual needs of struggling students to select the program or materials that will best serve the students on Tier 2 or 3.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Stacey Varner	Principal
Sonia Caro	Teacher
Kris Schonewolf	Business/Community
Parker, Emily	Teacher
Weeman, Pamela	Teacher
Charnee Bryant	Teacher
Randall Harrison	Parent
Kate Hughes	Teacher
Jason Lee	Parent
	Student

b. Duties

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

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

Because the data for evaluating our 2016-2017 School Improvement Plan was not available at the last SAC meeting in late April 2017, the SAC was not able to be involved yet in evaluating the effectiveness of last year's plan. However, the writing team for this year's SIP has analyzed the data for our 2 goals in last year's plan and used this information for writing our 2017 - 2018 School Improvement Plan.

b. Development of this school improvement plan

The SAC provides feedback and edits to the School Leadership Team to help in the development of the School Improvement Plan. The SAC also is involved in writing the Parent Involvement Plan and developing the Home School Compact that identifies the responsibilities of the school and the parents in the students' education.

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

The Council serves as a resource for the principal, assists in the preparation of the school annual budget, and offers advice pertaining to the school program while acting as a liaison between the school and community.

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

Our school had approximately \$4,680.00 remaining from the school improvement funds allocation. These funds were used to pay for the installation of new Smart Boards that replaced some of the outdated electronic boards.

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

No

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

At the moment we are not in compliance for the composition of SAC representation of the ethnic, racial and economic community served by our school. At Belleview Elementary we are taking the following steps to recruit for members.

~Invitation to join SAC at every parent event and during registration of new students throughout the year.

~Every week through our Skylert messages

~Through our quarterly newsletter

~On our school website

~Word of mouth from our SAC members

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
Varner, Stacey	Principal
Fritz, Pam	Assistant Principal
Binkley, Myriam	Instructional Coach
Newmones, Stacie	Instructional Coach
Brown, Jamie	Teacher, K-12
Pryor, Laurie	Teacher, K-12
Boatright, Melinda	Instructional Media
Clifford, Marty	Dean

b. Duties

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

The principal and assistant principal provide professional development activities throughout the year based on observation data. The teachers on the committee represent K-2 and 3-5 they assist in planning parent evenings with the administration and coaches. The content area specialist provides modeling, conducts research on methods to address literacy weaknesses, and assists with professional development and parent training.

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.

Kindergarten through 5th grade teachers have planning time with their grade level at the end of the day. Teachers have scheduled collaborative planning at least one day throughout the week for each grade level in which the teachers plan utilizing the data shared during PD's. Several days during the year we utilize our business partner or other businesses in our community to provide teachers with a free lunch in a relaxing environment.

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

We utilize the electronic application process that allows candidates nationally to easily apply for positions while allowing the school to screen quickly for state certified teachers. A veteran mentor teacher is appointed to each new teacher at the school to assist the teacher in becoming acclimated to the school climate and more productive. The principal is responsible for implementing and monitoring teacher recruitment and retention strategies.

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

A veteran mentor teacher is appointed to each new teacher at the school to assist the teacher in becoming acclimated to the school climate. Mentors are selected who have been successful in their teaching grade and/or subject area. The planning time of the mentor and the new teachers are coordinated to allow for frequent meetings to assist the new teacher.

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.

Our school uses our district's Curriculum Maps and calendars for core instruction that are aligned to the Florida Standards. Imbedded in the maps are the suggested materials to use in the core instruction. We also use I-Ready online instruction and the toolbox which aligns standard-based resources on students' instructional level as well as their grade level.

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.

Students in kindergarten through 5th grade are identified through data on their needs. The Teachers will provide interventions to struggling students and our paraprofessionals will assist with enrichment and remediation for students based on their individualized needs.

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

Strategy: After School Program

Minutes added to school year: 0

N/A

Strategy Rationale

N/A

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

N/A

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.

We utilize a Title I Pre-Kindergarten/VPK program to be able to serve 20 pre-kindergarten students each year in preparation for kindergarten. We also encourage parents whose students are not enrolled in our pre-kindergarten program to enroll their child in another VPK program in a private setting or in the district's summer VPK program. We also have a ESE pre-kindergarten classrooms that serve pre-kindergarten students with identified special needs.

For our 5th grade students, we invite the middle schools in our area to come to our school to do an orientation session with our students during the school day. Special Education students attend their individual articulation meetings between our school and the middle school.

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.

Marion County Public Schools implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard

provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers and life.

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

NA

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

The Florida Standards supports the implementation of the skills and knowledge necessary for success in STEAM related experiences. Marion County Public Schools implements the Florida Standards which consist of:

- A curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.
- Innovative instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned.
- Independent and collaborative research projects embedded in the curricula.
- Collaboration, communication, and critical thinking skills threaded throughout the curricula.
- Real-world, problem-based applications.
- Content rich instruction.

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.

NA

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

N/A

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.

N/A

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.** If we increase consistent implementation of PBIS (Positive Behavior Intervention System), then our discipline referrals will decrease, thus increasing student time on task.
- G2.** If we continue to increase student engagement, comprehension of rigorous text, ability to utilize higher level thinking, and ability to demonstrate understanding, then student achievement will increase.

Strategic Goals Detail

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

G1. If we increase consistent implementation of PBIS (Positive Behavior Intervention System), then our discipline referrals will decrease, thus increasing student time on task. 1a

G095899

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	30.0

Targeted Barriers to Achieving the Goal 3

- New staff members may create inconsistent implementation of the PBIS program by all staff members.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Dean, Positive Behavior Support (PBIS) committee, professional development, internal funds.

Plan to Monitor Progress Toward G1. 8

Monthly discipline referral data will be collected and reviewed to determine progress toward the target.

Person Responsible

Marty Clifford

Schedule

Monthly, from 9/5/2017 to 5/18/2018

Evidence of Completion

By the end of the first semester, our discipline referrals will have decreased by 15% over the previous year.

G2. If we continue to increase student engagement, comprehension of rigorous text, ability to utilize higher level thinking, and ability to demonstrate understanding, then student achievement will increase. 1a

G095900

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	70.0
Math Gains	70.0
Math Lowest 25% Gains	70.0
FSA ELA Achievement	70.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	70.0
FCAT 2.0 Science Proficiency	70.0

Targeted Barriers to Achieving the Goal 3

- Lack of rigor in instruction that requires students to consistently utilize higher level thinking in all subjects and able to explain or put their thought process into writing.
- Lack of skill set to effectively disaggregate various forms of data.
- Lack of adequate man-power and resources to support the delivery of Tier 1 instruction. Additionally, lack of strategies in their enrichment/remediation/intervention toolbox.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Full-time Literacy and Math CAS, teachers, paraprofessionals, volunteers; intervention and enrichment programs, Title I funds for additional supplemental materials including, but not limited to Kid Biz.

Plan to Monitor Progress Toward G2. 8

We will monitor progress through i-Ready, as well as district and school-based assessments.

Person Responsible

Pamela Fritz

Schedule

Monthly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Students will make progress in their target area.

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

 = Problem Solving Step  S123456 = Quick Key

G1. If we increase consistent implementation of PBIS (Positive Behavior Intervention System), then our discipline referrals will decrease, thus increasing student time on task. 1

G095899

G1.B1 New staff members may create inconsistent implementation of the PBIS program by all staff members. 2

B258104

G1.B1.S1 Provide staff development on PBIS during pre-school training. 4

S273226

Strategy Rationale

If all staff have a refresher training on the proper implementation of PBIS, they will be better able to utilize PBIS appropriately and consistently.

Staff is supported by having a PBIS training for pre-planning as well as refreshers for staff and students after each 9 weeks. Expectations are posted school wide and referred to within each classroom. The behavior intervention plans speak to the expectations as well. We also have a PBIS committee which meets once a month to voice any concerns staff may have as well as a MTSS committee which is made up of all of our grade chairs to voice any concerns teachers may have as far as PBS/student behavior. We also have staff and parent brochures that are distributed that explain our PBIS plan and expectations. Our PBIS is a token economy where we give out Bronco Bucks and they are given out when our teachers see students following our expectations. We also encourage students to do the right thing by providing activities they can participate in throughout the year that they pay for with their "bucks".

Action Step 1 5

Provide PBIS training for all stakeholders.

Person Responsible

Marty Clifford

Schedule

Quarterly, from 8/14/2017 to 5/21/2018

Evidence of Completion

Copy of beginning of the year agenda noting the training; additionally teachers and students will receive a refresher each 9 weeks grading period; each teacher has provided a copy of their management plan as evidence. Copies of sign-in sheets from Orientation, Open House and Parent Conferences referring to the expectations outlined in the Home-School Compact will also serve as evidence.

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

All teachers and students will participate in the PBIS refresher.

Person Responsible

Marty Clifford

Schedule

Quarterly, from 8/21/2017 to 5/21/2018

Evidence of Completion

Sign in sheets for the staff training and schedule for the student refresher in August through May. Pictures from refresher will also be provided.

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

PBIS / Discipline Committee will monitor the effectiveness of the PBIS program during their meetings.

Person Responsible

Marty Clifford

Schedule

Monthly, from 8/14/2017 to 5/21/2018

Evidence of Completion

Number, type, and location of discipline referrals will be analyzed to determine if the strategies are working or need to be revisited.

G1.B1.S2 Require teachers to use Zones Of Regulations strategies that teach students to self regulate their behavior and utilize strategies from CPI. 4

 S273227

Strategy Rationale

Using the zones of regulation consistently in the classrooms and providing students the tools that they need to self regulate can help reduce the number of behavior flare ups that lead to instruction interruption. By utilizing this book and the tool box strategies within it, the students would hopefully be able to take a break and get back in to their "Green" zone before the unwanted behavior disrupts class. All classrooms have a "cool down" area in which students can go if they feel themselves getting frustrated our out of their "green" zone. This gives them the time to collect themselves and get back in to their routine before their behavior causes a class wide disruption. When used consistently the students tend to calm themselves and get right back in to the routine of the classroom.

Action Step 1 5

Require teachers to use Zones of Regulation strategies that teach students to self-regulate their behavior and utilize strategies from CPI.

Person Responsible

Marty Clifford

Schedule

Quarterly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Analyzed discipline referral data and disaggregate according to violation, location, and time of day to determine if the strategies are working or need to be revisited.

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

Monitor teachers to ensure fidelity when using this system school wide and provide support.

Person Responsible

Marty Clifford

Schedule

Quarterly, from 8/14/2017 to 5/21/2018

Evidence of Completion

The use of the CMR (Classroom Management Record), and the use of the teachers classroom management plan.

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

The reducing of school wide discipline referrals by 15%, indicates the effectiveness of the program.

Person Responsible

Marty Clifford


Schedule

Quarterly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Discipline data retrieved from the student management program skyward will be utilized to pull data.


G2. If we continue to increase student engagement, comprehension of rigorous text, ability to utilize higher level thinking, and ability to demonstrate understanding, then student achievement will increase. **1**

 G095900

G2.B1 Lack of rigor in instruction that requires students to consistently utilize higher level thinking in all subjects and able to explain or put their thought process into writing. **2**

 B258105

G2.B1.S1 Professional development for teachers and staff to increase the use of data, student data books, Student led conferences, and common boards. **4**

 S273228

Strategy Rationale

Teachers will be able to utilize the new skills learned through professional development to increase student engagement and rigor of instruction.

During our Early Release Days, we provide PD for our teachers and paraprofessionals. Our Literacy and Math CAS will support them throughout the year by modeling or providing additional trainings as needed.

Action Step 1 **5**

Professional development for teachers and staff to increase rigor. Professional Development will include common boards, text complexity, ELA Collaboration with standards-based resources, Item Specs, and FSA Blueprint.

Person Responsible

Stacey Varner

Schedule

Quarterly, from 6/1/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets will be collected from True North Logic and other training opportunities.

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

The assistant principal along with the Literacy CAS will provide support, through modeling and coaching to ensure teachers are providing high-order questioning for students' accountability.

Person Responsible

Pamela Fritz

Schedule

Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion

By the end of the first semester, 70% of the teachers will be utilizing high-order questioning to effectively help students analyze data and understand the use of learning scales empowering students to take ownership of their learning. Evidence of CAS coaching is reflected in daily coaching daily calendars required to be shared with the district.

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

Classroom observations will be conducted to determine if the teachers are utilizing the information from the professional development correctly or need assistance.

Person Responsible

Stacey Varner


Schedule

Monthly, from 8/11/2016 to 5/26/2017

Evidence of Completion

True North Logic will be used to collect observation notes.

G2.B2 Lack of skill set to effectively disaggregate various forms of data. **2**

 B258106

G2.B2.S1 Professional development for teachers and staff to increase the use of data, student data books, student-led conferences, and common boards. **4**

 S273229

Strategy Rationale

Teachers will be able to utilize the new skills learned through professional development to increase the use of data to drive instruction.

During our Early Release Days, we will provide PD for our teachers and leadership team. Our Literacy and Math CAS will support teachers throughout the year by coaching, providing additional support, and modeling, as needed.

Action Step 1 **5**

Professional development for teachers and staff to increase the use of data, student data notebooks, student-led conferences, and common boards.

Person Responsible

Pamela Fritz

Schedule

Quarterly, from 6/1/2017 to 5/25/2018

Evidence of Completion

Observation of student-led conferencing during parent events and classroom walk-throughs.

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

Monitoring will be done through observation and professional development

Person Responsible

Pamela Fritz

Schedule

Quarterly, from 9/5/2017 to 4/20/2018

Evidence of Completion

Data collection through i-ready will be analyzed, discussed and plans for instruction will be completed during professional development.

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

Classroom observations will be conducted to determine if staff members are utilizing student-led conferencing and student data notebooks.

Person Responsible

Pamela Fritz

Schedule

Quarterly, from 9/5/2017 to 4/20/2018

Evidence of Completion

Walk-through of classrooms and conferencing with students on their individual growth as well as observations of student led conferencing during Open House and parent evening events.

G2.B3 Lack of adequate man-power and resources to support the delivery of Tier 1 instruction. Additionally, lack of strategies in their enrichment/remediation/intervention toolbox. **2**

 B258107

G2.B3.S1 With a focus on Component 2c: Managing Classroom Procedures, CAS's will help empower teachers through PD's, to use their paraprofessionals effectively, as the data dictates for the benefit of student learning. **4**

 S273230

Strategy Rationale

During our monthly Data/Best Practice meetings, as well as our, Early Release Days we will provide PD for our teachers and paraprofessionals. Our Literacy and Math CAS's will help deliver supportive strategies throughout the year by offering development opportunities, as needed.

Students benefit from core instructional materials in addition to small group instruction utilizing a variety of resources and materials to meet their individual needs and learning styles as noted in Domain 3- Component C: Engaging Students in Learning.

Action Step 1 **5**

With a focus on Component 2c: Managing Classroom Procedures, CASs will help empower teachers, through PDs, to use their paraprofessionals effectively as the data dictates for the benefit of student learning.

Person Responsible

Stacey Varner

Schedule

Quarterly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Sign-in Sheets

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

Monitoring will be done through observation

Person Responsible

Pamela Fritz

Schedule

Quarterly, from 9/5/2017 to 4/16/2018

Evidence of Completion

Teachers' ratings in TNL.

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

Classroom observations will be conducted to determine if the staff members are utilizing common boards in order to enhance student learning

Person Responsible

Pamela Fritz

Schedule

Quarterly, from 9/5/2017 to 4/16/2018





Evidence of Completion

Fidelity checks will show 80% are utilizing programs correctly.

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					
G2.B1.S1.MA1 M393207	Classroom observations will be conducted to determine if the teachers are utilizing the information...	Varner, Stacey	8/11/2016	True North Logic will be used to collect observation notes.	5/26/2017 monthly
G2.B3.S1.MA1 M393211	Classroom observations will be conducted to determine if the staff members are utilizing common...	Fritz, Pamela	9/5/2017	Fidelity checks will show 80% are utilizing programs correctly.	4/16/2018 quarterly
G2.B3.S1.MA1 M393212	Monitoring will be done through observation	Fritz, Pamela	9/5/2017	Teachers' ratings in TNL.	4/16/2018 quarterly
G2.B2.S1.MA1 M393209	Classroom observations will be conducted to determine if staff members are utilizing student-led...	Fritz, Pamela	9/5/2017	Walk-through of classrooms and conferencing with students on their individual growth as well as observations of student led conferencing during Open House and parent evening events.	4/20/2018 quarterly
G2.B2.S1.MA1 M393210	Monitoring will be done through observation and professional development	Fritz, Pamela	9/5/2017	Data collection through i-ready will be analyzed, discussed and plans for instruction will be completed during professional development.	4/20/2018 quarterly
G1.MA1 M393206	Monthly discipline referral data will be collected and reviewed to determine progress toward the...	Clifford, Marty	9/5/2017	By the end of the first semester, our discipline referrals will have decreased by 15% over the previous year.	5/18/2018 monthly
G2.MA1 M393213	We will monitor progress through i-Ready, as well as district and school-based assessments.	Fritz, Pamela	8/21/2017	Students will make progress in their target area.	5/18/2018 monthly
G1.B1.S2.MA1 M393204	The reducing of school wide discipline referrals by 15%, indicates the effectiveness of the...	Clifford, Marty	8/21/2017	Discipline data retrieved from the student management program skyward will be utilized to pull data.	5/18/2018 quarterly
G1.B1.S2.A1 A366763	Require teachers to use Zones of Regulation strategies that teach students to self-regulate their...	Clifford, Marty	8/21/2017	Analyzed discipline referral data and disaggregate according to violation, location, and time of day to determine if the strategies are working or need to be revisited.	5/18/2018 quarterly
G1.B1.S1.MA1 M393202	PBIS / Discipline Committee will monitor the effectiveness of the PBIS program during their...	Clifford, Marty	8/14/2017	Number, type, and location of discipline referrals will be analyzed to determine if the strategies are working or need to be revisited.	5/21/2018 monthly
G1.B1.S1.MA1 M393203	All teachers and students will participate in the PBIS refresher.	Clifford, Marty	8/21/2017	Sign in sheets for the staff training and schedule for the student refresher in August through May. Pictures from refresher will also be provided.	5/21/2018 quarterly
G1.B1.S1.A1 A366762	Provide PBIS training for all stakeholders.	Clifford, Marty	8/14/2017	Copy of beginning of the year agenda noting the training; additionally teachers and students will receive a refresher each 9 weeks grading period; each teacher has provided a copy of their management plan as evidence. Copies of sign-in sheets from Orientation, Open House and Parent Conferences referring to the expectations outlined in the Home-School Compact will also serve as evidence.	5/21/2018 quarterly
G1.B1.S2.MA1 M393205	Monitor teachers to ensure fidelity when using this system school wide and provide support.	Clifford, Marty	8/14/2017	The use of the CMR (Classroom Management Record), and the use of the teachers classroom management plan.	5/21/2018 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1  M393208	The assistant principal along with the Literacy CAS will provide support, through modeling and...	Fritz, Pamela	8/3/2017	By the end of the first semester, 70% of the teachers will be utilizing high-order questioning to effectively help students analyze data and understand the use of learning scales empowering students to take ownership of their learning. Evidence of CAS coaching is reflected in daily coaching daily calendars required to be shared with the district.	5/25/2018 monthly
G2.B1.S1.A1  A366764	Professional development for teachers and staff to increase rigor. Professional Development will...	Varner, Stacey	6/1/2017	Sign-in sheets will be collected from True North Logic and other training opportunities.	5/25/2018 quarterly
G2.B2.S1.A1  A366765	Professional development for teachers and staff to increase the use of data, student data...	Fritz, Pamela	6/1/2017	Observation of student-led conferencing during parent events and classroom walk-throughs.	5/25/2018 quarterly
G2.B3.S1.A1  A366766	With a focus on Component 2c: Managing Classroom Procedures, CASs will help empower teachers,...	Varner, Stacey	8/3/2017	Sign-in Sheets	5/25/2018 quarterly

V. Professional Development Opportunities

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

G1. If we increase consistent implementation of PBIS (Positive Behavior Intervention System), then our discipline referrals will decrease, thus increasing student time on task.

G1.B1 New staff members may create inconsistent implementation of the PBIS program by all staff members.

G1.B1.S1 Provide staff development on PBIS during pre-school training.

PD Opportunity 1

Provide PBIS training for all stakeholders.

Facilitator

Marty Clifford

Participants

All staff and students

Schedule

Quarterly, from 8/14/2017 to 5/21/2018

G2. If we continue to increase student engagement, comprehension of rigorous text, ability to utilize higher level thinking, and ability to demonstrate understanding, then student achievement will increase.

G2.B1 Lack of rigor in instruction that requires students to consistently utilize higher level thinking in all subjects and able to explain or put their thought process into writing.

G2.B1.S1 Professional development for teachers and staff to increase the use of data, student data books, Student led conferences, and common boards.

PD Opportunity 1

Professional development for teachers and staff to increase rigor. Professional Development will include common boards, text complexity, ELA Collaboration with standards-based resources, Item Specs, and FSA Blueprint.

Facilitator

Kris Lyon, District Program Specialist

Participants

All teachers

Schedule

Quarterly, from 6/1/2017 to 5/25/2018

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	Provide PBIS training for all stakeholders.				\$3,447.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	390-Other Purchased Services	0091 - Belleview Elementary School	Title, I Part A		\$155.00
			<i>Notes: Printing Home School Compacts</i>			
	6150	390-Other Purchased Services	0091 - Belleview Elementary School	Title, I Part A		\$995.00
			<i>Notes: Printing Parent Handbooks</i>			
	6150	510-Supplies	0091 - Belleview Elementary School	Title, I Part A		\$2,297.00
			<i>Notes: Parent Events</i>			
2	G1.B1.S2.A1	Require teachers to use Zones of Regulation strategies that teach students to self-regulate their behavior and utilize strategies from CPI.				\$0.00
3	G2.B1.S1.A1	Professional development for teachers and staff to increase rigor. Professional Development will include common boards, text complexity, ELA Collaboration with standards-based resources, Item Specs, and FSA Blueprint.				\$317,399.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0091 - Belleview Elementary School	Title I, Part A		\$258,461.00
			<i>Notes: Salary/fringe for paraprofessionals (10)</i>			
	5100	360-Rentals	0091 - Belleview Elementary School	Title, I Part A		\$7,525.00
			<i>Notes: Achieve3000 Site License</i>			
	5100	360-Rentals	0091 - Belleview Elementary School	Title, I Part A		\$23,803.00
			<i>Notes: i-Ready Site License</i>			
	5100	510-Supplies	0091 - Belleview Elementary School	Title, I Part A		\$1,620.00
			<i>Notes: 60 Cases of copy paper</i>			
	5100	510-Supplies	0091 - Belleview Elementary School	Title, I Part A		\$90.00
			<i>Notes: 24 reams of handwriting paper</i>			
	5100	510-Supplies	0091 - Belleview Elementary School	Title, I Part A		\$4,659.00
			<i>Notes: Consumable classroom instructional supplies</i>			

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	5100	510-Supplies	0091 - Belleview Elementary School	Title, I Part A		\$362.00
			<i>Notes: Science boards</i>			
	5100	590-Other Materials and Supplies	0091 - Belleview Elementary School	Title, I Part A		\$3,847.00
			<i>Notes: Non-consumable classroom materials</i>			
	5100	644-Computer Hardware Non-Capitalized	0091 - Belleview Elementary School	Title, I Part A		\$6,312.00
			<i>Notes: Technology - Items under \$1,000 including: projectors (4), document cameras (4), and projectors [XGA 3500L] (2)</i>			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0091 - Belleview Elementary School	Title, I Part A		\$10,720.00
			<i>Notes: Technology - Interactive whiteboards (4), Smart Boards (2), and i-Rover Base Unit - Projector stand (2)</i>			
4	G2.B2.S1.A1	Professional development for teachers and staff to increase the use of data, student data notebooks, student-led conferences, and common boards.				\$9,733.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0091 - Belleview Elementary School	Title, I Part A		\$433.00
			<i>Notes: Composition Books</i>			
	6400	750-Other Personal Services	0091 - Belleview Elementary School	Title, I Part A		\$9,300.00
			<i>Notes: Stipends for after school training on student data notebooks and student-led conferences</i>			
5	G2.B3.S1.A1	With a focus on Component 2c: Managing Classroom Procedures, CASs will help empower teachers, through PDs, to use their paraprofessionals effectively as the data dictates for the benefit of student learning.				\$136,592.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	0091 - Belleview Elementary School	Title, I Part A		\$136,592.00
			<i>Notes: Salary/fringe for Content Area Specialists - ELA and Math</i>			
					Total:	\$467,171.00