

Leon County Schools

Buck Lake Elementary School



2017-18 Schoolwide Improvement Plan

Buck Lake Elementary School

1600 PEDRICK RD, Tallahassee, FL 32317

<https://www.leonschools.net/bucklake>

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	No	15%
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	A	A	A*	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Leon 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 Buck Lake Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of the Buck Lake School community is to nurture each child regardless of gender, race, creed or ability by providing all students with a safe environment where they can take risks, practice problem solving, and learn to be responsible citizens. Our school community thrives on respect among all of our members. We will work diligently to provide for each student's academic, physical, social, and emotional needs.

b. Provide the school's vision statement.

Programs in our school community will be designed to meet the needs of all students. Classrooms will be infused with traditional resources and technology that will help students access curricula and learn about areas of interest. Teachers will use research-based practices, coupled with innovative techniques to prepare students to be productive, respectful members of a larger community. Our students will experience a campus filled with adults who care, are knowledgeable, and will support them to grow into life-long learners and leaders

2. School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2210, as it pertains to our K-5 students, including but not limited to teaching the history of the holocaust, history of famous Americans, and the history of America including patriotism. During the 2015-2016 school year, members including faculty, staff, and parents met to discuss how to improve using BPIE (Better Practices in Inclusion Education). Each classroom teacher, as well as other adults on our campus, engage and provide learning opportunities for students to learn about different cultures through special events/themes, such as Celebrations around the World, guest speakers, etc. Also, we have a "Terrific Kid" program that highlights a student each week in each class. The student creates a short presentation about themselves to share with the other students. This is another opportunity for students to share about their family's traditions, and cultures.

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

We create an environment where students feel safe and respected by making sure staff is visible before, during and after school. We have procedures for entering campus and leaving campus. We also practice monthly safety drills. Our teachers/staff focus on building relationships with students and their families so that students have a personal connection while on out campus. We make sure that adults are readily available if there is a situation such as, harassment, bullying, or other times that students may need adult assistance. We also promote a welcoming environment for parents and volunteers.

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.

We make sure teachers have a solid consistent behavior plan in their classroom. Teachers are trained as needed in classroom management strategies. Teachers are also encouraged to differentiate instruction making sure we are meeting the needs of all students. When students are engaged in learning, behavioral issues decrease. Teachers work with their students to create classroom rules and procedures. We also have an overall school focus, P.U.R.R. Being Prepared for learning by being on time, completing assignments and having supplies needed to learn.
 Being Understanding of others differences and backgrounds.
 Being Respectful to self and to others using their best manners at all time and by respecting other's rights, opinions, and property;
 Being Responsible to self and others.

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.

Operational school based teams meet weekly to discuss students with barriers to academic and social success. Mentors are assigned to students with identified concerns. Our school counselor also provides small group instruction for students as well as one on one if needed. The Guidance Counselor also provides support to the classroom teacher.

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.

As an elementary school we utilize daily attendance data, behavioral data and/or academic concerns. We provide strategies for students who fall below a certain data mark, (ex. <90% attendance, <75% academic, etc.). We work with teachers to identify areas of needs and discuss during weekly or monthly data meetings.

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	6	3	5	9	9	3	0	0	0	0	0	0	0	35
One or more suspensions	1	1	1	0	4	0	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	7	6	4	0	0	0	0	0	0	0	17

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

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

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

We meet with families, change schedules, secure resources through the Social worker, and work with the teacher to provide extra academic support. Students are assigned to before school and/or after school tutoring opportunities when needed. School staff secures district support when needed.

Students needing extra support in reading receive interventions from their classroom teachers. Students requiring more significant interventions, are pulled by a resource teacher for more intensive, targeted interventions in a small group setting. Their progress is monitored and reported to the Intervention team.

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?

No

1. PFEP Link

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

2. Description

Parents are encouraged to participate in classroom activities, field trips and PTO sponsored events. Parents are very involved at Buck Lake and are very supportive in the classroom and outside the classroom. We have a very strong Parent/Teacher Organization [PTO]. A monthly newsletter is sent out via listserv and hard copies are available in the front office to keep families apprised of what is going on around the school. Our school website is updated regularly, and teachers/grade levels maintain websites with information for families.

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.

We have a volunteer Partner Coordinator who works with securing our community partners. She maintains records of how the partners can help support our students and school. When a need arises, she makes sure that the resources are in place. She also looks for resources within our community partners, if we have a need that has not been matched with the resource list. The Partner Coordinator also arranges "share nights" with businesses throughout the community in which the school shares a portion of the revenue. These events help to build community among our stakeholders.

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
Millard, William	Principal
Quiggins, Angela	Assistant Principal

b. Duties

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

William Millard, Principal: Ensures that the vision, mission of the school is communicated to all stakeholders. Provides support to teachers by way of materials, professional development, classroom observations/feedback. Works with grade levels to analyze student data as it relates to proficiency with curricular standards.

Angela Quiggins, Assistant Principal: identifies needs of grade levels, individual teachers. Provides support to teachers by way of materials, professional development, classroom observations/feedback. Ensures that the standards are being taught with fidelity.

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 leadership team works with the bookkeeper and the district office to develop a staffing plan based on the allocated budget for the school. Teacher placement is determined by certification level of personnel, teacher input and grade level needs based on class size. This process occurs mostly during the summer planning months, but the staffing plan is monitored throughout the school year.

Student materials are provided through a textbook allocation and supplemental materials are provided to students and teachers as needed.

All federal, state and local funds are used to support student learning and instructional professional development. We receive Title II funds that provide stipends or substitutes for teacher professional learning communities [PLC].

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Erin Cuzzort	Parent
Piper Batista	Parent
Cynthia Braswell	Teacher
Linda Edson	Business/Community
Roy Keister	Business/Community
Robin Looper	Education Support Employee
Selika Sampson	Parent
William Millard	Principal
Heath Annin	Business/Community
Katherine Fleming	Parent
Laurie Gussak	Parent
Kendra Adams	Parent
Karen Young	Teacher
Michelle Dougherty	Teacher
Mitzi Vaca	Teacher
Lauren Conner	Teacher
Tom Hutchinson	Parent
Erica Spangler	Parent
Staci Mildenerger	Parent
Amanda Allen	Parent
Monique Eick	Teacher
Susan Aarons	Parent

b. Duties

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

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 SIP plan was approved in September of 2015 and monitored throughout the year. The plan's progress was shared at the quarterly SAC meetings.

b. Development of this school improvement plan

The SAC gives feedback and guidance for topics that support the learning environment. This council also helps guide decisions that make our school the best place for learning to take place.

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

The Principal and the SAC team prepare and monitor the SIP budget.

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

There were no SIP funds distributed by the State for the 2015-2016 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.

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
Millard, William	Principal
Mullinax, Sarah	School Counselor
Grandall, Robert	Psychologist
Quiggins, Angela	Assistant Principal
Young, Karen	Instructional Media
Frederick, Kelly	Instructional Coach

b. Duties

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

Literacy is supported and encouraged throughout the school community. There are various reading programs that include all students from Kindergarten through fifth grade including Accelerated Reader, Sunshine State Reading, and our Caldecott Family Night. There is a school wide Accelerated Reading goal, which is monitored by the LLT. There is also a "Principal's Challenge" for the SSYR (Sunshine State Young Readers) books. Students receive recognition and incentives for reading in their classrooms and from the school community.

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.

Our environment is filled with team meetings, SITE based committees, and intervention meetings where positive working relationships are built and nurtured. Teachers have common planning times in order to share ideas, offer help, or just get to know each other better. Our meetings are focused on student achievement and needs. We monitor student progress making sure that improvement is happening. These meetings also focus on instruction and collaboration of ideas to help each teacher meet the needs of each student. Team building, support, and "STEAM" (Science, Technology, Engineering, Art, Math) activities were an emphasis during pre-planning and continue during the rest of the school year through our faculty meetings as we focus on student engagement and empowering learners. For the 2017-2018 school year, our focus will be on KAGAN strategies for student engagement. Additionally, our teachers support each other through our "Sunshine Committee". This committee provides support to personnel when they have major life events, such as a birth, wedding, or loss of a loved one. The Sunshine Committee also sponsors our Cheers for Peers program at faculty meetings where the floor is open for teachers to recognize their peers for something positive that they have done.

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

1. Teacher Transfer Day
2. PATS Hiring System
3. Soliciting referrals from current Employees
4. Observing multiple interns assigned to Buck Lake Teachers

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

Our two beginning teachers are paired with a mentor at the same grade level. The mentor is in close proximity to the new teacher, and meets with the mentee both formally and informally, depending on the needs. Additionally, new teachers participate in district wide professional opportunities. The Buck Lake administration supports new teachers by providing a monthly meeting, where topics ranging from classroom management to best practices are discussed. These monthly meetings are guided by the book, "Your First Year." New teachers are supported by the entire faculty and staff at Buck Lake, and are given opportunities to observe the best practices of other teachers.

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.

Grade level standards are mandated by S. 1003.41, Florida Statutes, which describes the core curricular content to be taught in the state of Florida in grades K-12. Our teachers follow the Required Instruction — S. 1003.42, Florida Statutes, where our instructional staff teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction. Teachers meet weekly to “break apart” the standards, and track students’ through learning progressions related to these standards. Teachers receive on-going professional development (e.g. CPalms training), to better understand the standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The school uses the RtI process and monthly data meetings to determine the progress or lack of progress of the students. Each grade has an uninterrupted ELA block of 90 minutes a day and an uninterrupted 60 minute math block. Teachers utilize these blocks for whole group instruction and for small group differentiated instruction. Students who need extra support in math or ELA are also given a 30 - 45 minute block of time to help close the gaps.

We conduct AIMSweb universal progress monitoring 3 times a year to ensure that our students are making progress toward the basic skills needed to be successful in the grade level curriculum. IReady will be piloted during the 2017-2018 school year, which will enable teachers to track students' understanding of the standards and differentiate instruction as needed.

We also have daily gifted classes for students in grades K-5, in which STEM curriculum is used to

provide enrichment for these learners. Students in grades 3-5 attend STEM class in the special area rotation.

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: 2,500

Students participate in Math Club, tutoring, and various learning projects (e.g. Weather Balloon).

Strategy Rationale

This provides additional instruction and practice of skills and strategies, as well as enrichment.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Millard, William, millardw@leonschools.net

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

Strategy: After School Program

Minutes added to school year: 2,200

After school Math Club

Strategy Rationale

To help student learn and practice deficit skills need to meet grade level expectations.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Millard, William, millardw@leonschools.net

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

Teacher will use core math assessments to document growth.

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.

Students entering Kindergarten are screened using the statewide Kindergarten readiness assessment. The Kindergarten team holds a Kindergarten parent orientation in the Spring prior to enrollment. Students and parents are taken on tour of the school and are able to ask questions about the school, curriculum, and activities pertaining to Kindergarten. Our PTO hosts a "Parents New to Buck Lake" night to acclimate new parents to our school. Open House is held in September and all parents are invited to attend.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

The school's completion of this 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.

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** At least 87% of 5th grade students will score at or above proficiency on the 2017-2018 Science FCAT 2.0.
- G2.** At least 86% of matched students will score at the proficient level or higher on the 2017-2018 ELA FSA.
- G3.** At least 83% of matched students will score at the proficient level or higher on the 2017-2018 Math FSA.

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. At least 87% of 5th grade students will score at or above proficiency on the 2017-2018 Science FCAT 2.0. **1a**

G096119

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	87.0

Targeted Barriers to Achieving the Goal **3**

- student motivation
- consistency in curriculum from primary to intermediate grades
- time dedicated to science instruction in all grade levels
- increase in teacher background knowledge

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

- personnel
- professional development
- materials/partners (e.g. in house field trips)
- 90 minute science block for 5th grade
- integration of STEAM activities in K-5 classrooms
- STEAM Day

Plan to Monitor Progress Toward G1. **8**

Student data from classroom assessments and benchmark tracking.

Person Responsible

William Millard

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Printout of data, which will be used for problem solving and discussion.

G2. At least 86% of matched students will score at the proficient level or higher on the 2017-2018 ELA FSA.

1a

G096120

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	86.0
ELA/Reading Lowest 25% Gains	70.0
ELA/Reading Gains	70.0

Targeted Barriers to Achieving the Goal 3

- 1. Teachers' improving their knowledge of ELA standards and utilizing the Wonders curriculum for instruction.
- 2. Time to incorporate writing skills during the ELA block.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Ongoing professional development through lead teachers, Reading Coach and ELA Learning Walks participants that focus on grade level.
- Assistance from curriculum coach for guidance in implementing more writing into the ELA block.
- Resources provided to teachers with special needs students to increase the amount of time in regular education classes.

Plan to Monitor Progress Toward G2. 8

Students will be continually progress monitored throughout the year to assess their level of proficiency in reading.

Person Responsible

William Millard

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Data collected through AIMSweb, Lexia, SuccessMaker, STAR, iReady, and curriculum benchmark assessments.

G3. At least 83% of matched students will score at the proficient level or higher on the 2017-2018 Math FSA. 1a

G096121

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
Math Lowest 25% Gains	75.0
Math Gains	75.0

Targeted Barriers to Achieving the Goal 3

- Inadequate amount of time within the pacing guide for students to practice new skills before moving on to more complex skills.
- Implementation of interventions within the current curriculum.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math curriculum training was offered over the summer and ongoing support throughout the year.
- Teachers have a common planning time to unpack the standards.
- Resources provided to teachers with special needs students to increase the amount of time in regular education classes.
- Implementation of iReady in grades 3-5 will provide data to guide instruction.

Plan to Monitor Progress Toward G3. 8

Students will be progress monitored to assess their level of proficiency in math.

Person Responsible

Angela Quiggins

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Data from math curriculum assessments, iReady, and SuccessMaker.

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. At least 87% of 5th grade students will score at or above proficiency on the 2017-2018 Science FCAT 2.0.

1

 G096119

G1.B1 student motivation **2**

 B258751

G1.B1.S1 Students must have rigorous science instruction at all grade levels **4**

 S273968

Strategy Rationale

An aligned system of instruction will ensure that once students test in fifth grade, they will be more prepared to meet the needs of the Florida Standards.

Action Step 1 **5**

Providing time in the schedule for all students to receive engaging, rigorous science instruction. Our STEM teacher will serve students in grades 3-5 during the special area rotation and provide support to all teachers.

Person Responsible

William Millard

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Unit/lesson assessment proficiency will increase over time.

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

Lesson plans and classroom walkthroughs/observations will ensure that science is being taught with fidelity at all grade levels.

Person Responsible

William Millard

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson plans, gradebooks, and observation will be used.

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

Grade Level meetings will be held weekly to discuss progress.

Person Responsible

William Millard

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Grade level notes, administrative participation in grade level meetings.

G1.B2 consistency in curriculum from primary to intermediate grades **2**

 B258752

G1.B2.S1 Students have not had sufficient science instruction in previous grades. **4**

 S273969

Strategy Rationale

Teachers focused on other subjects.

Action Step 1 **5**

Provide time in schedule for teachers to teach science in all grade levels.

Person Responsible

William Millard

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

classroom walkthroughs, lesson plans

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

Instructional calendars and plan books, as well as observations during science instruction.

Person Responsible

William Millard

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Monitor science classroom assessments as well as district progress monitoring assessment

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

Data will be collected in monthly data meetings.

Person Responsible

William Millard

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Use of data sheets, learning progressions, and mastery of standards.

G2. At least 86% of matched students will score at the proficient level or higher on the 2017-2018 ELA FSA.

1

G096120

G2.B1 1. Teachers' improving their knowledge of ELA standards and utilizing the Wonders curriculum for instruction. 2

B258755

G2.B1.S1 Grade Level Meetings 4

S273972

Strategy Rationale

Provides an opportunity for teachers to talk with peers about the standards and Wonder's ELA program implementation. Teachers can formulate higher level thinking activities and questions during meeting times. ELA teacher leaders will participate in "Learning Walks" through the district. They will then share best practices at faculty meetings.

Action Step 1 5

Team Meetings

Person Responsible

William Millard

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Minutes from meeting and sharing information at monthly faculty meetings.

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

Minutes from Meetings

Person Responsible

Angela Quiggins

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Copy of minutes

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

Data Meetings

Person Responsible

William Millard

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

STAR reports, AIMS progress monitoring data, Benchmark tracking, student performance

G2.B2 2. Time to incorporate writing skills during the ELA block. 2

B258756

G2.B2.S1 Provide teachers with opportunities to get further technology training related to the Wonders reading curriculum, so all components of the program are utilized. 4

S273973

Strategy Rationale

With additional training, teachers will be more efficient in their use of technology, which will allow them to further differentiate instruction for their students.

Action Step 1 5

Opportunities for trainings focused on the technology components of Wonders and CPalms will be available throughout the school year.

Person Responsible

William Millard

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Facilitator will collect a sign-in sheet for each training.

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

Administrator will attend trainings and collect documentation of attendance.

Person Responsible

William Millard

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Administrators will attend and observe trainings to make sure they are facilitated with fidelity. They will also collect the agenda and sign-in sheet for each training.

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

Teachers will document use of technology in lesson plans.

Person Responsible

William Millard

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson plans, observations

G3. At least 83% of matched students will score at the proficient level or higher on the 2017-2018 Math FSA.

1

G096121

G3.B1 Inadequate amount of time within the pacing guide for students to practice new skills before moving on to more complex skills. 2

B258757

G3.B1.S1 Allowance for flexibility within the math curriculum pacing guide, as well as scheduling in time during the week for intervention and enrichment. 4

S273974

Strategy Rationale

With flexibility, teachers will be able to provide additional time for practice or extension of new skills.

Action Step 1 5

Teachers will use grade level planning to collaborate on time needed for student acquisition of new skills.

Person Responsible

William Millard

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Agendas collected from grade level meetings, scheduled meetings will be reflected in calendars/plan books.

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

Administrators will collect agendas from grade level meetings, as well as observe pacing in the classroom as they complete their walk-throughs.

Person Responsible

William Millard

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Agendas from grade level meetings

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

Administrator observation and/or walk-throughs

Person Responsible

William Millard

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Administrators will be able to observe math intervention and enrichment as scheduled.

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

Administrators will review lesson plans and make classroom observations to monitor pacing of the math curriculum.

Person Responsible

William Millard

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson plans and observations will reflect effective and efficient pacing.

G3.B2 Implementation of interventions within the current curriculum. 2

 B258758

G3.B2.S1 Teachers need support with the intervention piece of Go Math curriculum to provide differentiation of students. 4

 S273975

Strategy Rationale

The intervention materials provided in the curriculum have not been explicitly taught to teachers.

Action Step 1 5

Teachers will receive training in iReady and math teachers who attend learning walks will share best practices at faculty and team meetings.

Person Responsible

William Millard

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Data will be collected about the amount of time spent on interventions in each classroom.

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

Grade levels will meet with admin. to monitor the implementation of interventions.

Person Responsible

William Millard

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Notes from the data meetings, standards tracking, grades, iReady (3-5)

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

Ongoing observation and progress monitoring will ensure fidelity

Person Responsible

William Millard

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Leon Leads observations, progress monitoring

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.MA1 M394901	Student data from classroom assessments and benchmark tracking.	Millard, William	8/14/2017	Printout of data, which will be used for problem solving and discussion.	6/1/2018 quarterly
G2.MA1 M394906	Students will be continually progress monitored throughout the year to assess their level of...	Millard, William	8/14/2017	Data collected through AIMSweb, Lexia, SuccessMaker, STAR, iReady, and curriculum benchmark assessments.	6/1/2018 monthly
G3.MA1 M394912	Students will be progress monitored to assess their level of proficiency in math.	Quiggins, Angela	8/14/2017	Data from math curriculum assessments, iReady, and SuccessMaker.	6/1/2018 monthly
G1.B1.S1.MA1 M394897	Grade Level meetings will be held weekly to discuss progress.	Millard, William	8/14/2017	Grade level notes, administrative participation in grade level meetings.	6/1/2018 weekly
G1.B1.S1.MA1 M394898	Lesson plans and classroom walkthroughs/observations will ensure that science is being taught with...	Millard, William	8/14/2017	Lesson plans, gradebooks, and observation will be used.	6/1/2018 weekly
G1.B1.S1.A1 A367805	Providing time in the schedule for all students to receive engaging, rigorous science instruction....	Millard, William	8/14/2017	Unit/lesson assessment proficiency will increase over time.	6/1/2018 daily
G1.B2.S1.MA1 M394899	Data will be collected in monthly data meetings.	Millard, William	8/14/2017	Use of data sheets, learning progressions, and mastery of standards.	6/1/2018 monthly
G1.B2.S1.MA1 M394900	Instructional calendars and plan books, as well as observations during science instruction.	Millard, William	8/14/2017	Monitor science classroom assessments as well as district progress monitoring assessment	6/1/2018 weekly
G1.B2.S1.A1 A367806	Provide time in schedule for teachers to teacher science in all grade levels.	Millard, William	8/14/2017	classroom walkthroughs, lesson plans	6/1/2018 weekly
G2.B1.S1.MA1 M394902	Data Meetings	Millard, William	8/14/2017	STAR reports, AIMS progress monitoring data, Benchmark tracking, student performance	6/1/2018 monthly
G2.B1.S1.MA1 M394903	Minutes from Meetings	Quiggins, Angela	8/14/2017	Copy of minutes	6/1/2018 monthly
G2.B1.S1.A1 A367807	Team Meetings	Millard, William	8/14/2017	Minutes from meeting and sharing information at monthly faculty meetings.	6/1/2018 monthly
G2.B2.S1.MA1 M394904	Teachers will document use of technology in lesson plans.	Millard, William	8/14/2017	Lesson plans, observations	6/1/2018 quarterly
G2.B2.S1.MA1 M394905	Administrator will attend trainings and collect documentation of attendance.	Millard, William	8/14/2017	Administrators will attend and observe trainings to make sure they are facilitated with fidelity. They will also collect the agenda and sign-in sheet for each training.	6/1/2018 monthly
G2.B2.S1.A1 A367808	Opportunities for trainings focused on the technology components of Wonders and CPalms will be...	Millard, William	8/14/2017	Facilitator will collect a sign-in sheet for each training.	6/1/2018 monthly
G3.B1.S1.MA1 M394907	Administrators will review lesson plans and make classroom observations to monitor pacing of the...	Millard, William	8/14/2017	Lesson plans and observations will reflect effective and efficient pacing.	6/1/2018 weekly
G3.B1.S1.MA1 M394908	Administrators will collect agendas from grade level meetings, as well as observe pacing in the...	Millard, William	8/14/2017	Agendas from grade level meetings	6/1/2018 monthly
G3.B1.S1.MA3 M394909	Administrator observation and/or walk-throughs	Millard, William	8/14/2017	Administrators will be able to observe math intervention and enrichment as scheduled.	6/1/2018 monthly
G3.B1.S1.A1 A367809	Teachers will use grade level planning to collaborate on time needed for student acquisition of new...	Millard, William	8/14/2017	Agendas collected from grade level meetings, scheduled meetings will be reflected in calendars/plan books.	6/1/2018 monthly

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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
G3.B2.S1.MA1  M394910	Ongoing observation and progress monitoring will ensure fidelity	Millard, William	8/14/2017	Leon Leads observations, progress monitoring	6/1/2018 monthly
G3.B2.S1.MA1  M394911	Grade levels will meet with admin. to monitor the implementation of interventions.	Millard, William	8/14/2017	Notes from the data meetings, standards tracking, grades, iReady (3-5)	6/1/2018 monthly
G3.B2.S1.A1  A367810	Teachers will receive training in iReady and math teachers who attend learning walks will share...	Millard, William	8/14/2017	Data will be collected about the amount of time spent on interventions in each classroom.	6/1/2018 monthly

V. Professional Development Opportunities

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

G1. At least 87% of 5th grade students will score at or above proficiency on the 2017-2018 Science FCAT 2.0.

G1.B1 student motivation

G1.B1.S1 Students must have rigorous science instruction at all grade levels

PD Opportunity 1

Providing time in the schedule for all students to receive engaging, rigorous science instruction. Our STEM teacher will serve students in grades 3-5 during the special area rotation and provide support to all teachers.

Facilitator

Administration/STEAM Team

Participants

Teachers, STEM teacher

Schedule

Daily, from 8/14/2017 to 6/1/2018

G2. At least 86% of matched students will score at the proficient level or higher on the 2017-2018 ELA FSA.

G2.B1 1. Teachers' improving their knowledge of ELA standards and utilizing the Wonders curriculum for instruction.

G2.B1.S1 Grade Level Meetings

PD Opportunity 1

Team Meetings

Facilitator

Team Leaders, administration

Participants

All faculty members and administrative staff.

Schedule

Monthly, from 8/14/2017 to 6/1/2018

G2.B2 2. Time to incorporate writing skills during the ELA block.

G2.B2.S1 Provide teachers with opportunities to get further technology training related to the Wonders reading curriculum, so all components of the program are utilized.

PD Opportunity 1

Opportunities for trainings focused on the technology components of Wonders and CPalms will be available throughout the school year.

Facilitator

Curriculum Coach, ELA leaders

Participants

Teachers at all grade levels

Schedule

Monthly, from 8/14/2017 to 6/1/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. At least 87% of 5th grade students will score at or above proficiency on the 2017-2018 Science FCAT 2.0.

G1.B2 consistency in curriculum from primary to intermediate grades

G1.B2.S1 Students have not had sufficient science instruction in previous grades.

TA Opportunity 1

Provide time in schedule for teachers to teacher science in all grade levels.

Facilitator

Science PLC

Participants

science teachers

Schedule

Weekly, from 8/14/2017 to 6/1/2018

VII. Budget

1	G1.B1.S1.A1	Providing time in the schedule for all students to receive engaging, rigorous science instruction. Our STEM teacher will serve students in grades 3-5 during the special area rotation and provide support to all teachers.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title II		\$1,500.00
<i>Notes: Notes: Materials, training and incentives to help support science teachers.</i>						
2	G1.B2.S1.A1	Provide time in schedule for teachers to teacher science in all grade levels.				\$0.00
3	G2.B1.S1.A1	Team Meetings				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title II		\$4,000.00
<i>Notes: Notes: Provides stipends for training.</i>						
4	G2.B2.S1.A1	Opportunities for trainings focused on the technology components of Wonders and CPalms will be available throughout the school year.				\$0.00
5	G3.B1.S1.A1	Teachers will use grade level planning to collaborate on time needed for student acquisition of new skills.				\$0.00
6	G3.B2.S1.A1	Teachers will receive training in iReady and math teachers who attend learning walks will share best practices at faculty and team meetings.				\$0.00

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	Total: \$5,500.00
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