

Martin County School District

Bessey Creek Elementary School



2017-18 Schoolwide Improvement Plan

Bessey Creek Elementary School

2201 SW MATHESON AVE, Palm City, FL 34990

martinschools.org/o/bces

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	18%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	17%

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 Martin 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 Bessey Creek Elementary School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

In partnership with families and the community, Bessey Creek Elementary mirrors the mission of the Martin County School district; to educate all students for success.

b. Provide the school's vision statement.

Bessey Creek Elementary's vision is to provide a dynamic educational system of excellence that fosters positive character by using innovative pathways to awaken academic, social, emotional and physical excellence.

2. School Environment

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

Conscious Discipline is a comprehensive emotional intelligence curriculum and classroom management program which is based on brain research, child development information, and effective educational practices. Conscious Discipline is a relationship-based community model that relies on cultivating higher-order thinking skills. This empathetic and proactive approach to learning about students' cultures helps build relationships between teachers and students.

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

Through Conscious Discipline each staff member employs the following guiding principles before, during, and after school:

1. Composure-being the person you want children to become. Power of perception-No one can make you angry without your consent:

- Safe Place
- S.T.A.R.
- Morning Meeting/Circle Time Positive Intent
- Brain Breaks
- Brain Smart Starts to the Day
- Transition Routines

2. Encouragement-building the school family. Power of unity-we are all in this together:

- Job Board/Chart
- Ways to Be Helpful Board
- S.T.A.R.

3. Assertiveness-setting limits respectfully. Power of attention-what you focus on you get more of:

- Time machine/instant replay/peace table.
- S.T.A.R.
- Positive Intent

4. Choices- building self-esteem and willpower. Power of free will-the only person you can make change is yourself:

- Visual Representation of Class Rules
- Picture rule cards
- S.T.A.R.

5. Positive Intent-creating teaching moments. Power of love: see the best in others

- Celebration Center and Noticing
 - Positive Intent
 - S.T.A.R.
6. Empathy-handling fussing and fits. Power of acceptance-The moment is as it is:
- Ways to Be Helpful Board
 - We care center
 - Wish well center
7. Consequences-helping children learn from their mistakes. Power of intention-mistakes are opportunity to learn:
- Class meetings
 - Time machine/Oops
- All the above are intertwined, build connections, and strengthen the class and school family.

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.

Bessey Creek Elementary implements PBIS which clearly defines expectations for behaviors in the classroom, hallway, cafeteria, playground, etc. PBIS is based on understanding why problem behaviors occur and applying evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures. On an individual level, PBIS uses functional behavior assessments to understand the relationships between a student's behavior and characteristics of his or her environment. The functional behavior assessment identifies multiple strategies to effectively reduce problem behavior including changing systems, altering environments, teaching skills, and focusing on positive behaviors. The PBIS process results in the creation of effective intervention plans that will impede problem behaviors, teach new skills, and create support systems for the student. On a school-wide level, PBIS relies on discipline referral data to understand the behaviors occurring across campus. An analysis of the data allows a school team to identify the problem areas, brainstorm interventions, and reward the students exhibiting expected behavior, and communicate findings to the staff, students, and families. The PBIS process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented. PBIS provides a positive and effective alternative to the traditional methods of discipline. PBIS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance. PBIS is consistent with the Individuals with Disabilities Education Act, which advocates the use of positive behavior interventions and school-based disciplinary strategies that reduce or eliminate the need to use suspension and expulsion as disciplinary options.

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.

Continued professional development through Conscious Discipline (CD) is offered each year for all staff members. The CD team meets monthly to analyze student data and plan for school-wide connection assemblies and staff-student activities to model in the classroom. Multi-Tiered System of Support (MTSS) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With MTSS, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities. With the implementation of three models of behavioral support systems, Bessey Creek has skillfully restructured classroom and school-wide behavior management systems. Originally, classroom management generally consisted of a wide variety of systems being implemented by individual

teachers throughout the school. PBS, Conscious Discipline and MTSS give us evidence-based, data supported interventions to support the behavior and optimal learning for all students. It is our goal to have a positive and effective working relationship between parent, teacher and student. The Bessey Creek Parent Communication/Student Behavior Tracking Form is used to facilitate communication by notifying parents promptly when student behaviors need to be brought to the attention of the parents. This form has recently been revised this school year to reflect the integration of PBS, Conscious Discipline and MTSS. The staff member who is supervising the student at the time will complete the form and send it home. As a result, this form may not always be sent by the classroom teacher. The Parent Communication/Student Behavior Tracking Form is not a referral but a written communication between school and home. Prompt attention to and return of this form will best support your child's behavior and learning. An administrator will follow up when the form has not been signed and returned to school. If the disciplinary infraction demands immediate or heightened attention including but not limited to the Zero Tolerance Policy, the staff member will complete the Martin County School District Office Discipline Referral (ODR) Form #361 and send the child to the office for disciplinary action. A copy of the discipline referral is then sent home with the student to be signed by the parent/guardian and returned to the office the following school day. Parental support is expected and very much appreciated.

Additionally, the purpose of guidance services is to address the total needs of each student (educational, personal, social, and vocational) and to encourage maximum growth in areas of self-understanding, self-discipline, and self-direction. The guidance counselor is available to assist parents and teachers by providing suggestions to increase student potential, assisting teachers and parents in child management techniques; assisting with a child's school adjustment and providing parents with information about school policies, programs, and procedures. The counselor provides explanations of Multi-Tiered System of Support, Exceptional Student Education programs, test preparation and interpretation, and referral to other sources of help outside the school system. Students, parents and staff are encouraged to seek the services of our guidance counselor. Support groups are available for student needing support for dealing with divorce, loss, anger management, friendships, and those needing assistance in social skills and work habits. Students are recommended for these groups by parents, teachers, and the guidance counselor. Guidance Grams are made available to all students as a means for the student to share concerns with or initiate help from the guidance counselor.

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.

The 2016-2017 data indicates a 95.66% attendance average. Bessey Creek currently has 96.45% attendance rate for the 2017-2018 start.

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	7	7	6	3	0	7	0	0	0	0	0	0	0	30
One or more suspensions	1	1	2	1	0	0	0	0	0	0	0	0	0	5
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	4	1	5	0	0	0	0	0	0	0	10

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

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

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

Students identified by the early warning system are monitored with a Progress Monitoring Plan and have been discussed with the Multi-Tiered System of Support. Additionally, the Individual Education Plan team has met to assess learning goals and specialized instruction. Intervention strategies include Check In-Check Out, Fountas and Pinnell Level Literacy Intervention and intensive guided reading lessons as well as strategy lessons in small groups.

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

Parental involvement at Bessey Creek is exceptionally high as indicated by the "5 Star School Award" that has been received annually since 1997. We will continue to involve and support our parents by communicating the instructional shifts and academic rigor expected of the Florida Standards. Mathematics instructional shifts include: focus on a narrow and deep scope, coherence of standards that build on foundation of previous year, fluency of simple calculations, deep understanding of a concept before moving on, application of problem-solving concepts and dual intensity of practice and understanding. English Language Arts shifts include: a robust balance of informational and literary text, knowledge in the disciplines, staircase of complexity, text-based answers, writing from sources and academic vocabulary. Parents are encouraged to maintain open communication with teachers and are able to arrange for conferences when needed, beyond the two district-wide scheduled Parent-Teacher Conference Nights. Communication will take place in the following ways: BCE App utilized by Smart Phones, pushed notifications, district and school web site, parent/teacher conferences, SAC meetings, Blackboard Connect 5, and curriculum nights. Parents are invited to the school to build community and culture in the following ways: Literacy Night, STEM Night, Science Night, Family Flix Night, Fall Fest, Spring Carnival, Book Fairs, and Boosterthon Fun Run.

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.

Bessey Creek works cooperatively with the Education Foundation of Martin County, the Parent-Teacher Organization and a variety of business partners. Grants are provided and written as well as Fund-A-

Project opportunities.

Bessey Creek is a continued recipient of The Five Star School Award was created by the Commissioner's Community Involvement Council and is presented annually to those schools that have shown evidence of exemplary community involvement. In order to earn Five Star school recognition, a school must show documentation that it has achieved 100% of the established criteria in the categories of: Business partnership, Family Involvement, Volunteerism, Student Community Service and School Advisory Council.

Bessey Creek hosts an Open House for all parents to attend as well as Curriculum Nights for each grade level. Monthly newsletters are published by the PTA. Individual grade levels and teachers publish class newsletters that outline learning goals/targets and standards being taught during the curricular unit of study. School-wide and grade level events are planned regularly; in which a high rate of parents attend. The school web site provided a host of current information and is linked to the school district and state resources. School Improvement teams offer informational training for parents. An open door policy is promoted by administration and all staff. Teachers communicate regularly with parents and utilize FOCUS Parent Portal, a web-based report card system for the most current information on each student's academic performance and BCE's very own App for smart phones.

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
Villwock, Tyson	Principal
Amsden, Ruby	Administrative Support
Lahara, Meredith	Teacher, K-12
Oatis, Brandi	Teacher, K-12
Spears, Elizabeth	Assistant Principal
Swift, Casey	Instructional Technology
Ganther, Cynthia	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 Leadership Team's role in the SIP is providing strategies and interventions for addressing those students and subgroups that are not making learning progress. The core curriculum should be meeting the needs of 80% of students in every subgroup. The leadership team shares responsibility in leading data team meetings, progress monitoring meetings, conferences with parents, presenting to SAC and SIP and all community stakeholders as well as reporting to the district and state as required. Additionally, the leadership team designs professional development and guides the learning of teachers as well as students. The leadership team collaborates with other leadership teams with like-schools in the district.

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 will dis-aggregate school and student data and provide teachers with information identifying students who are underachieving according to benchmarks in each grade level in mathematics and literacy. The team also meets with teachers to review data and interventions for those students continuing with supplemental and/or intensive interventions. The fidelity of classroom interventions will be monitored by administration through intervention logs and classroom observations. SIP goals and strategies will be created based on school, student and staff needs. Resources will be allocated to support SIP goals and strategies. SIP committees will be formed to monitor the implementation and progress of the SIP plan. Grade level data meetings are scheduled weekly. Teachers come to the meetings to discuss the academic and behavioral concerns of their students. The IPS Coach serves as the chair and does classroom observations, along with the Literacy Coach and Guidance Counselor. Plans for interventions are developed and implemented in the classroom by teachers and needed staff. Progress monitoring of students is done by the classroom teacher and MTSS team.

Bessey Creek Elementary coordinates and integrates all federal, state, and local programs that impact the school:

- Implements research-based resources funded by federal and local funds.
- The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III, Migrant, and Title I programs. (This example is for Title I schools only)
- School Improvement Plan objectives reflect the research-based strategies with a focus on achieving state and district priorities.
- Input from the Pre-K programs is obtained by the school and district and is included in the transition plan.
- Partnerships are established.
- With coordination and scheduling of instructional programs.
- With implementation of parent information programs.
- Brochures and referrals for parent and student support from the guidance department, school nurse and other school and district personnel.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Michelle Maggiore	Teacher
Tricia Felke	Parent
Joi Murray	Business/Community
Allison Papsidero	Parent
Teena White	Parent
Erin Rekowski	Parent
Jennifer Zucker	Parent
Julia Wintercorn	Parent
Mindy Feig	Parent
Paige Walsh	Education Support Employee
Kathy Ahern	Teacher
Michelle Maggiore	Teacher
Casey Swift	Teacher
Elizabeth Spears	Education Support Employee

b. Duties

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

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

SAC members are provided the opportunity to make suggestions for the new school year's goals and strategies. Meeting monthly, members review school assessment data and participate in the Continuous Improvement Cycle. SIP chairs report on progress toward goals and strategies and instructional cycles. Professional development needs are determined and teacher learning is shared. SAC works closely with all stakeholders including PTO, community organizations and administration to support the vision and mission; which are aligned to the school district.

b. Development of this school improvement plan

The SAC membership assists in the development and evaluation of the school improvement plan and assists in the preparation and evaluation of the school's annual budget and plan. SIP goals are based on student data and needs assessment/Climate Survey results. Additionally, the SAC works to support instructional initiatives such as Balanced Literacy and STEM learning opportunities.

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

SAC works with SIP team chairs and administration to determine what monies should be spent in order to best support student achievement. They help determine and evaluate the most critical areas of need. Monies are designated based on the recommendation of the SAC. The annual SIP budget supports technology integration, professional development, and instructional resources based on student need and data.

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

School Improvement funds requested will be reviewed and voted upon by SAC members. These funds may be expended only on programs or projects that are directly related to the SIP. Such funds are recommended to benefit larger groups of students so that as many students as possible will

benefit. Funds will be used to support instructional content areas such as balanced literacy, mathematics and science in the school and to support the use of technology in daily instruction and accessibility for students and teachers.

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
Villwock, Tyson	Principal
Spears, Elizabeth	Assistant Principal
	Instructional Coach
Amsden, Ruby	Instructional Coach
Ganther, Cynthia	School Counselor

b. Duties

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

The LLT has been working for the past 4 years on building capacity around the components of Balanced Literacy and as with any change, different grade levels and people within those grade levels are at different levels of understanding and implementation of Balanced Literacy. In 2014, BCE was awarded a \$10,000 grant for professional development around Balanced Literacy, K-5. The residual effects of that work are still paying off. Teams were able to have collegial conversations around standards, data, and instruction during CLT's last year. Their knowledge of the components of Balanced Literacy and how to best utilize them for instructional goals is becoming more precise. Knowledge building is a huge part of the mission at BCE, not only for students, but for all learners on our campus. In 2015, teachers took part in book clubs around their chosen topic to learn more about Balanced Literacy instruction. This year, our PTA has donated \$23,000 to support our literacy needs, allowing the school to purchase Reading Units of Study K-5, classroom library materials and four days of professional development with staff developer, Enid Martinez across all grade levels. Professional development will focus on the needs of the students and teachers at each grade level. The LLT recognizes the direct correlation between teacher pedagogy and expertise and student achievement and is committed to developing the best literacy instruction and expertise in our teachers. Teachers are eager to participate, thrive when learning, and are craving for more advanced professional development in order to effectively implement balanced literacy components in core instruction and meet the needs of students requiring supplemental and intensive interventions in Tier 2 and Tier 3.

The LLT has also organized teachers into grade level Collaborative Learning Teams to work with The Florida Standards and the district frameworks.

CLT's will meet weekly to plan units of study using The Florida Standards, district frameworks, student data. They will focus their planning by utilizing the PLC Guiding Questions:

"What do we want students to learn?"

"How will we know if and when they learned it?"

"How are we going to teach it?" and finally,

"How will we respond when some students have already learned it or do not learn it?"

A focus for the LLT this year is to lead teachers through effective PLC cycles to which Target Standards will be identified, unwrapped, lessons designed using the Marzano Taxonomy for rigor and common formative assessments to track student progress and monitor instruction. CLT's will do this work around their identified Target Standards and also utilize their knowledge of the components of Balanced Literacy when designing lessons for Core, Supplemental, and Intensive students. To support the work, resources have been purchased such as "The Common Core Companion: The Standards Decoded" by Leslie Blauman, Lucy Calkins Reading Units of Study for each teacher K-5, and Fountas the Pinnell's new Continuum of Literacy Learning as well as their new word study book. The literacy coach will utilize the coaching cycle model to support teachers in need as well as teachers who elicit the help to work on individual needs. The coach will have coaching conversations to help solve an instructional problem or question, model lessons for teachers, or coach teachers through a lesson.

New teachers will receive professional development and support from the literacy coach and other mentor teachers as needed.

We will continue to monitor progress through the Fountas and Pinnell Benchmark Assessment System, iReady in grades K-5, and science benchmarks in grades 3-5.

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.

Conscious Discipline connection activities are utilized routinely with all staff members. Collaborative Learning Teams and Book Clubs has been formed to support vertical planning, collaboration and teacher learning. The master schedule has been designed for common planning times and collaboration to support inclusion and support facilitation classrooms. Professional development is designed around the needs of the teachers and is differentiated across math and literacy. Expert teachers are called upon to lead discussions and support grade levels with new initiatives. Building instructional capacity is a core principle at BCE. The literacy coach models lessons and other teachers are willing to serve as lab classrooms in which peer observations and feedback takes place. Research based strategies are determined through individual professional development plans; which serves as a means to group teachers in PLC's for study around the common selected element. Teachers are working together to design mini-lessons for units of study as well at intervention strategies for MTSS. Student achievement is monitored through a variety of tools and instructional decisions is determined through professional collaboration. Creating and utilizing common formative and summative assessments is of particular focus this year.

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

- Providing new teachers with mentors - Administration
 - New Teacher Induction Mentor PLC- Assistant Principal and New Teachers
 - Common grade level/team planning time - Administration
 - Grade level specific professional growth opportunities - Administration, Instructional Coaches, Teacher Leaders
 - On-going opportunities for faculty and staff training - Administration, Instructional Coaches, Media Specialist, Teacher Leaders, District Staff
- Bessey Creek follows the recruitment plan of the Martin County School District.

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

Each teacher new to the district is assigned a veteran teacher, preferably within their grade level, to serve as their mentor for the year. A New Teacher Induction Mentor CLT is available for new teachers. The teachers meet to discuss a variety of topics and procedures. Each new teacher has the opportunity to ask questions and gain familiarity with the routines, procedures, resources, communication, discipline and curriculum. The literacy coach, administrators and lead teachers continually monitor the needs of new teachers at BCE through ongoing dialogue, observations, CLTs and team meetings.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The school utilizes the district English Language Arts, Mathematics, and Science frameworks which are designed with and aligned to the Florida Standards. All curriculum is adopted by the district. Teacher work to unwrap the Florida Standards for deeper understanding of what is being asked in the standards. Close examination of the rigor and text complexity is examined and discussed using the Marzano Taxonomy. CLT meetings and grade level teams examine student work samples and evidence for learning. Supporting deep comprehension of the standards, item specifications and content limits for all K-5 teachers is a continued priority. Discussion around instructional language and strategies helps to support and establish a solid core and build a guaranteed and viable curriculum for all students. The four guiding questions of a PLC will be continually addressed for targeted student support and enrichment.

1. What do we want students to learn?
2. How will we know when they have learned it?
3. What will we do when they haven't learned it?
4. What will we do when they already know it?

Teachers are engaged in using the Fountas and Pinnell Continuum for Literacy Learning and the Marzano Taxonomy to design aligned units of study for reading and writing. Explicit teaching points are carefully crafted with instructional strategies and delivered in a workshop model. With a Gradual Release of Responsibility, students are engaged in a whole group mini-lesson, guided practice (small group) and then independent practice and application. Teachers are utilizing the Reading Units of Study authored by Lucy Calkins as a primary source for reading curriculum. The IReady Teacher Toolkit also supports literacy instruction.

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.

Achievement data is collected through reading records, formative and summative assessments, FSA, IReady, benchmarks, academic portfolios and work samples. The MTSS process is utilized when students of concern are identified through frequent progress monitoring. Guided reading, strategy lessons and Leveled Literacy Intervention may be used to supplement at Tier 2. LLI may in some cases also be used for Tier 3. Frequent team meetings with the literacy leadership team provides the opportunity to identify students and problem solve around their need. Intervention blocks for math and

reading are built in to the master schedule for each grade level. Student data is compared and analyzed to peer samples. Balanced literacy components are expected during the 90 minute literacy block. In addition, a writing block beyond the 90 minutes has been built into the schedule in which teachers actively utilize workshop style teaching of writing with mini lessons and mentor texts. A STEM block provides the same forum for math and science instruction. Students utilize reading, math and science notebooks to demonstrate learning and understanding. Students are asked to track their progress in relation to each learning goal/target taught throughout each unit of study. BCE has a large population of ASD/VE students who require highly specialized instruction and support. Wilson Reading is used in in ESE classrooms for some students as per their IEP. The ESE team is diligent in working with teachers across each K-5 grade level to track their instructional pacing and provide opportunities for mainstreaming based on individual student progress. Tier 3 strategies are incorporated based on achievement and behavioral data. All students are provided a daily time to read independently with texts that they have selected based on their reading record data. Building stamina, fluency, and comprehension ensures the building of proficiency. Incorporating the use of Cognition Based Assessment and Teaching for mathematics will guide our math instruction for those students struggling. Each student is progress monitored three times a year using IReady. A student profile of strengths and weaknesses is provided for instructional support, small group instruction, and differentiation.

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

Strategy: Extended School Day

Minutes added to school year: 0

N/A

Strategy Rationale

N/A

Strategy Purpose(s)

""

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.

Local preschools are contacted in the spring to schedule tours for incoming Kindergarten students. Incoming Kindergarten students are assessed prior to or upon entering Kindergarten to ascertain individual and group academic and social/emotional needs.

Annual, end of year transition meetings are held with the Middle School to ensure students transition from elementary school into middle school by discussing with the 5th grade teaching team and

guidance counselor from BCE and the middle school to ensure students are initially place in the classes reflective of their academic need.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

II. Needs Assessment

The school's completion of this 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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The percentage of students scoring at proficiency level 3 or above in reading will increase from 79% to 84%. The percent of students making learning gains will increase from 74% to 79%. Those students identified in the lowest quartile will increase learning gains from 68% to 73%.
- G2.** The percentage of students scoring at proficiency level 3 or above in mathematics will increase from 81% to 86%. The percent of students making learning gains will increase from 76% to 81%. Those students identified in the lowest quartile will increase learning gains from 66% to 71%.
- G3.** The percentage of students scoring at proficiency level 3 or above in science will increase from 73% to 78%.
- G4.** 85% of 5th grade students will pass the Certiport assessment.

Strategic Goals Detail

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

G1. The percentage of students scoring at proficiency level 3 or above in reading will increase from 79% to 84%. The percent of students making learning gains will increase from 74% to 79%. Those students identified in the lowest quartile will increase learning gains from 68% to 73%. **1a**

G098525

Targets Supported **1b**

Indicator	Annual Target
ELA Achievement District Assessment	
ELA/Reading Lowest 25% Gains	73.0
AMO Reading - SWD	
AMO Reading - ED	

Targeted Barriers to Achieving the Goal **3**

- The pedagogical shifts demanded by the Florida Standards has impacted how the teachers are teaching. Balancing informational text with literary text, knowledge in the disciplines, the staircase of text complexity, text-based answers, writing from sources, academic vocabulary coupled with pacing is rigorous. Teachers are closely examining the systems of strategic reading actions of student thinking within, about and beyond the text and designing engaging and rigorous literacy lessons required of the standard while meeting the individual child at their instructional level. Teachers continue to become familiar with and administer new diagnostic assessments which include the analysis of reading records for miscues and the implementation of common formative and summative assessments to guide them through the continual process of small group instruction and differentiated learning for each student. Instructional implications of the reading records are a targeted area of professional development this year as well as using Whole Class Data Sheets. The gradual release of responsibility, a critical structure of our Balanced Literacy Model of Literacy Instruction requires students to have immediate access of a wide varied of leveled texts. Ideally, each classroom should have an abundant variety of leveled readers representing a multitude of content topics and genres. We continue to stretch our budget and find creative funding sources to enhance the classroom libraries. Long-term, systemic professional development continues to be an essential need. Teachers have taken great strides to use the Fountas and Pinnell Continuum of Leveled Literacy, a comprehensive guide/continuum which provides a guide to the texts used in instruction of Balanced Literacy Components, to closely examine the specific reading behaviors and understandings to teach and support across the school year. Teachers are now using the 2014 Marzano Instructional Strategies. Upon close examination, we determined the protocols are much more student-centered and the teacher's role has shifted from presenter of knowledge to a facilitator of learning by creating learning opportunities that facilitate much higher levels of student engagement. The Marzano Taxonomy continues to be used to examine the depth of knowledge and cognitive demand of the standard. Teachers are working to design literacy units of study and are working through brand new literacy curriculum designed to meet the higher demand of standard expectations. Using the criteria of endurance, leverage, readiness, historical data that indicates challenge/weakness and a challenge to teach, teachers are learning the process of identify Target Standards in order to maximize student literacy learning and achievement. Examining student FSA data is very helpful in identifying strengths and weaknesses and has led us to a possible hypothesis in that our grade 3-5 students understand the content and are able to interact with on grade level texts (as determined by classroom artifacts and evidence) however, as a result of very limited practice material and question format that replicates the actual interface students encounter in live-time during the assessment; this may have a negative impact on our test scores. Many of our students consistently demonstrate outstanding writing samples aligned to the scoring rubric of the FSA when in class, yet score significantly lower on

the actual test. A barrier is limited anchor samples provided and student responses are not returned to the schools as given with FCAT.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Education Foundation Adopt A Class Funds Education Foundation Fund A Project Funds SIP funds so purchase leveled libraries for grade levels PTA funds to support Balanced Literacy and Professional Development HMH Journeys for Guided Reading and expand to other publishers Schoolwide Reading Units of Study Teachers College/Lucy Calkins Units of Study for Reading and Writing Professional Development from Enid Martinez Wilson Reading for Specialized Tier 3 Instruction Fountas and Pinnell Continuum for Literacy Learning (Expanded Edition) Fountas and Pinnell Phonics Lessons Fountas and Pinnell Prompting Guides The Common Core Companion: The Standards Decoded Fountas and Pinnell Comprehensive Phonics, Spelling, and Word Study Guide Fountas and Pinnell Leveled Literacy Intervention Kits Instructional Support with ELA Standards from the Media Specialist in the Literacy Media Center Jen Serravallo's Independent Reading Assessments iReady Materials Lucy Calkins: Reading and Writing Pathways: Performance Assessments and Learning Progressions Phonological Awareness: Assessment Tools and Strategies MCSD Phonics Assessment Phonological Awareness Skills Test (PAST) Wilson Materials SPIRE

Plan to Monitor Progress Toward G1. 8

Administration and Literacy Coach will monitor F&P progress, iReady data, and formative assessments

Person Responsible

Elizabeth Spears

Schedule

Monthly, from 8/28/2017 to 5/28/2018

Evidence of Completion

F&P progress, iReady data, and formative assessments

G2. The percentage of students scoring at proficiency level 3 or above in mathematics will increase from 81% to 86%. The percent of students making learning gains will increase from 76% to 81%. Those students identified in the lowest quartile will increase learning gains from 66% to 71%. **1a**

G098526

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics Achievement	81.0
AMO Math - ED	
AMO Math - SWD	
Math Lowest 25% Gains	86.0

Targeted Barriers to Achieving the Goal **3**

- The pedagogical shifts demanded by the Florida Standards and traditional algorithm teaching strategies is a barrier. Making sense of or problems and perseverance in solving them, reasoning abstractly and quantitatively, constructing viable arguments with justifications for problem solving and modeling mathematics is necessary for students to progress from concrete understanding to abstract reasoning with math strands and standards. Teachers are faced with shifting from traditional instruction to that of a facilitator who organizes students in order to orchestrate student discourse and conversation about mathematical ideas. Research supports one of the best ways for students to improve their reasoning is to explain or justify their solutions to others (Kilpatrick, 2002). Content and pacing is rigorous. Teachers are becoming familiar with new diagnostic assessments and the implementation of common formative and summative assessments to guide them through the continual process of small group instruction and differentiated learning for each student. As technology changes in leaps and bounds teachers are continually faced with learning opportunities that capture student interaction, interest and engagement.

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

- HMH "GO Math" aligned to the MAFS for K-5 are the adopted text resources used for core instruction. Curriculum Associates, I-Ready is also used for core instruction and diagnostic purposes and used for Tier 2 interventions. SRA Number Worlds, Touch Math and Cognition-Based Assessment is used for intervention and supplemental guided instruction at Tier 2 and Tier 3. This tool helps determine students' level of mastery and misconceptions of mathematical concepts. Number Talks is being implemented in classrooms within grade levels. Instructional software that is research based may be purchased to enhance instruction and automaticity of basic facts. BCE has utilized Brain Pop Jr. and TimeZ Attack. MAFS frameworks and pacing guides have been designed by a core district team representative of teachers and district leaders of mathematics. Teachers use the frameworks for pacing which include links to standards, Marzano design questions and instructional elements, Depth of knowledge, item specifications, CPALMS and MEA resources. BCE is utilizing professional development resources provided by MCSD Instructional Coaches and MCSD Department Leaders. Kagan Cooperative Learning Strategies are being implemented this year.

Plan to Monitor Progress Toward G2. 8

iReady data, team formative assessments, and diagnostic data will be analyzed and compared quarterly to monitor progress

Person Responsible

Elizabeth Spears

Schedule

Biweekly, from 8/28/2017 to 5/28/2018

Evidence of Completion

iReady data, team formative assessments, and diagnostic data will be used as evidence

G3. The percentage of students scoring at proficiency level 3 or above in science will increase from 73% to 78%. 1a

G098527

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	78.0

Targeted Barriers to Achieving the Goal 3

- Limited time to implement authentic science experiences within the school day in classrooms. Paradigm shifts of instructional practices moving towards inquiry based learning and delving deep into concepts. Limited funds to purchase materials that support instructional shifts.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Fusion Science Series MCSD Lab Investigations and Grade Level Matrix STEMScopes The Happy Scientist Science SIP Committee Science Lab teacher BrainPop Jr. & Safari Montage Study Jams
- SAC & PTA funds

Plan to Monitor Progress Toward G3. 8

Formative and summative data and quality of performance-based tasks (experiments, projects etc.)

Person Responsible

Elizabeth Spears

Schedule

Monthly, from 8/29/2016 to 5/28/2018

Evidence of Completion

Teacher Feedback and student data

G4. 85% of 5th grade students will pass the Certiport assessment. 1a

G098528

Targets Supported 1b

Indicator	Annual Target
	85.0

Targeted Barriers to Achieving the Goal 3

- Student Motivation is low as is background knowledge coming into the course

Resources Available to Help Reduce or Eliminate the Barriers 2

- Certiport Assessments/Diagnostics G-metrix lessons and quizzes Teacher created lessons

Plan to Monitor Progress Toward G4. 8

G-metrix data will be monitored and analyzed to determine progress towards goal.

Person Responsible

Casey Swift

Schedule

Monthly, from 8/28/2017 to 5/28/2018

Evidence of Completion

Diagnostic and mini-assessment data will be used to determine if progress is being made.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. The percentage of students scoring at proficiency level 3 or above in reading will increase from 79% to 84%. The percent of students making learning gains will increase from 74% to 79%. Those students identified in the lowest quartile will increase learning gains from 68% to 73%. 1

G098525

G1.B1 The pedagogical shifts demanded by the Florida Standards has impacted how the teachers are teaching. Balancing informational test wit literary text, knowledge in the disciplines, the staircase of text complexity, text-based answers, writing from sources, academic vocabulary coupled with pacing is rigorous. Teachers are closely examining the systems of strategic reading actions of student thinking within, about and beyond the text and designing engaging and rigorous literacy lessons required of the standard while meeting the individual child at their instructional level. Teachers continue to become familiar with and administer new diagnostic assessments which include the analysis of reading records for miscues and the implementation of common formative and summative assessments to guide them through the continual process of small group instruction and differentiated learning for each student. Instructional implications of the reading records are a targeted area of professional development this year as well as using Whole Class Data Sheets. The gradual release of responsibility, a critical structure of our Balanced Literacy Model of Literacy Instruction requires students to have immediate access of a wide varied of leveled texts. Ideally, each classroom should have an abundant variety of leveled readers representing a multitude of content topics and genres. We continue to stretch our budget and find creative funding sources to enhance the classroom libraries. Long-term, systemic professional development continues to be an essential need. Teachers have taken great strides to use the Fountas and Pinnell Continuum of Leveled Literacy, a comprehensive guide/continuum which provides a guide to the texts used in instruction of Balanced Literacy Components, to closely examine the specific reading behaviors and understandings to teach and support across the school year. Teachers are now using the 2014 Marzano Instructional Strategies. Upon close examination, we determined the protocols are much more student-centered and the teacher's role has shifted from presenter of knowledge to a facilitator of learning by creating learning opportunities that facilitate mich higher levels of student engagement. The Marzano Taxonomy continues to be used to examine the depth of knowledge and cognitive demand of the standard. Teachers are working to design literacy units of study and are working through brand new literacy curriculum designed to meet the higher demand of standard expectations. Using the criteria of endurance, leverage, readiness, historical data that indicates challenge/weakness and a challenge to teach, teachers are learning the process of identify Target Standards in order to maximize student literacy learning and achievement. Examining student FSA data is very helpful in identifying strengths and weaknesses and has led us to a possible hypothesis in that our grade 3-5 students understand the content and are able to interact with on grade level texts (as determined by classroom artifacts and evidence) however, as a result of very limited practice material and question format that replicates the actual interface students encounter in live-time during the assessment; this may have a negative impact on our test scores. Many of our students consistently demonstrate outstanding writing samples aligned to the scoring rubric of the FSA when in class, yet score significantly lower on the actual test. A barrier is limited anchor samples provided and student responses are not returned to the schools as given with FCAT. 2

B265038

G1.B1.S1 Utilize Lesson Studies and Literacy Conversations in PLCs to facilitate collaboration and focus on student engagement and teacher talk - student talk ratio. 4

S280953

Strategy Rationale

When teachers collaborate to observe and discuss best practice, high-effect strategies, analyze student performance data and plan in response, student achievement increases.

Action Step 1 5

Teachers will attend and participate in meaningful PD with Laura Sites and District Support Personnel. PD will also include studying Jennifer Serravallo's Reading and Writing Books, studying how the state scores the writing assessment in 4th and 5th grade, and sharing strategies for using big books and matching guided readers in Kindergarten.

Person Responsible

Elizabeth Spears

Schedule

Daily, from 8/28/2017 to 5/28/2018

Evidence of Completion

Literacy Coach Log, student evidence and various forms of data

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

Spears and Sites will monitor quality of lesson studies and literacy conversations and guide the teams appropriately.

Person Responsible

Elizabeth Spears

Schedule

On 5/31/2018

Evidence of Completion

Conversations in PLCs along with changes to lesson plans and student data will be monitored

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

Administration will ensure that the standards are focused on on PLCs and student targets are clear in the classroom.

Person Responsible

Elizabeth Spears

Schedule

Weekly, from 8/28/2017 to 5/28/2018

Evidence of Completion

Lesson plans, observations and student data will be used as evidence of effectiveness.

G1.B1.S2 Facilitate PLCs and PD focused on data and strategies for differentiating instruction. 4

S280954

Strategy Rationale

Data analysis drives instruction in a small groups setting. Teachers and students setting goals, tracking progress and celebrating success is one of the most effective strategies for increasing student achievement.

Action Step 1 5

Teachers will plan for differentiated instruction using the Continuum and Taxonomy. They will analyze data for all students in PLCs and additional planning days as determined by the team.

Person Responsible

Elizabeth Spears

Schedule

Weekly, from 9/26/2016 to 9/26/2016

Evidence of Completion

Lesson plans

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

MTSS Meetings and Progress Mntoring

Person Responsible

Cynthia Ganther

Schedule

Quarterly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Student Progress Monitoring Data

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

MTSS Team to Problem Solve Interventions for Identified Students

Person Responsible

Cynthia Ganther

Schedule

Quarterly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Student Progress Monitoring Data

G2. The percentage of students scoring at proficiency level 3 or above in mathematics will increase from 81% to 86%. The percent of students making learning gains will increase from 76% to 81%. Those students identified in the lowest quartile will increase learning gains from 66% to 71%. 1

G098526

G2.B1 The pedagogical shifts demanded by the Florida Standards and traditional algorithm teaching strategies is a barrier. Making sense of or problems and perseverance in solving them, reasoning abstractly and quantitatively, constructing viable arguments with justifications for problem solving and modeling mathematics is necessary for students to progress from concrete understanding to abstract reasoning with math strands and standards. Teachers are faced with shifting from traditional instruction to that of a facilitator who organizes students in order to orchestrate student discourse and conversation about mathematical ideas. Research supports one of the best ways for students to improve their reasoning is to explain or justify their solutions to others (Kilpatrick, 2002). Content and pacing is rigorous. Teachers are becoming familiar with new diagnostic assessments and the implementation of common formative and summative assessments to guide them through the continual process of small group instruction and differentiated learning for each student. As technology changes in leaps and bounds teachers are continually faced with learning opportunities that capture student interaction, interest and engagement. 2

B265039

G2.B1.S1 Utilize Lesson Studies in PLCs to facilitate collaboration and focus on student engagement and teacher talk - student talk ratio. 4

S280955

Strategy Rationale

When teachers collaborate to observe and discuss best practice, high-effect strategies, analyze student performance data and plan in response, student achievement increases.

Action Step 1 5

All instructional staff will participate in PLCs weekly to focus on team goals, Florida State Standards, student progress and formative and diagnostic assessment data. PLCs will include Lesson Studies, giving teachers the opportunity to plan a lesson together, observe the effectiveness of the lesson, and debrief to analyze the strengths, weakness and next steps. Teachers will study and utilize Number Talks to increase understanding of problems and different ways of solving problems.

Person Responsible

Elizabeth Spears

Schedule

Weekly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Lesson plans, teacher conversations in PLCs and various forms of data

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

Monitor instruction, lesson plans, PLCs and student achievement data

Person Responsible

Elizabeth Spears

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Lesson plans and student achievement data

G2.B1.S2 Facilitate PLCs and PD focused on data and strategies for differentiating instruction. 4

 S280956

Strategy Rationale

Data analysis drives instruction in a small groups setting. Teachers and students setting goals, tracking progress and celebrating success is one of the most effective strategies for increasing student achievement.

Action Step 1 5

Teachers will analyze data and strategies for all students in PLCs and in data chats with administration. Teachers will use data to devise instructional strategies for struggling students and weaknesses in data. PLCs will focus on deliberate planning. PLCs will also focus on finding new strategies and/or programs to support foundational knowledge such as the Reflex Program. Strategies for improving rote memorization of basic addition/subtraction/multiplication/division problems will be shared. PD may include the support of Dr. Nikki Newton to help with the "continuum" of mathematical learning.

Person Responsible

Elizabeth Spears

Schedule

Weekly, from 8/28/2017 to 5/28/2018

Evidence of Completion

MTSS data and Diagnostic Data

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Administration will attend PLCs and observe lessons

Person Responsible

Elizabeth Spears

Schedule

Weekly, from 8/28/2017 to 4/23/2018

Evidence of Completion

Evidence will include lessons plans, teacher exit tickets, and student data

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

iReady, formative and diagnostic data will be monitored to determine effectiveness of strategy

Person Responsible

Elizabeth Spears

Schedule

Monthly, from 8/28/2017 to 5/28/2018

Evidence of Completion

iReady, formative and diagnostic data will be used as evidence

G3. The percentage of students scoring at proficiency level 3 or above in science will increase from 73% to 78%. 1

G098527

G3.B1 Limited time to implement authentic science experiences within the school day in classrooms. Paradigm shifts of instructional practices moving towards inquiry based learning and delving deep into concepts. Limited funds to purchase materials that support instructional shifts. 2

B265040

G3.B1.S1 Deliberately plan together in teams to integrate science content from standards into the ELA block 4

S280957

Strategy Rationale

Integrating science content in the reading and writing non-fiction units of study will increase the amount of time that can be spent on science.

Action Step 1 5

Teachers will collaboratively share lesson plans and resources in PLCs (K-5 vocabulary cards, mystery science, Engineering is Elementary). These planning sessions may include vertical planning sessions. The content may also focus on Mystery Science and Engineering is Elementary depending on the standards that are being addressed.

Person Responsible

Elizabeth Spears

Schedule

Quarterly, from 8/28/2017 to 5/28/2018

Evidence of Completion

Lesson plans, learning goal scales, lesson study conversations and student data

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

Administration will monitor and support PLC and PD agendas and outcomes

Person Responsible

Elizabeth Spears

Schedule

Weekly, from 8/28/2017 to 5/28/2018

Evidence of Completion

Student achievement data and writing samples

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

Teams and Administration will monitor district formative assessments for progress

Person Responsible

Elizabeth Spears

Schedule

Monthly, from 8/28/2017 to 5/28/2018

Evidence of Completion

Progress with district formative assessments and student writing samples

G3.B1.S2 Provide teacher support and Professional Development in the areas of scientific thinking, inquiry and standards-based experiments. 4

 S280958

Strategy Rationale

Teachers who have a strong grasp in scientific thinking and inquiry-based instruction will facilitate critical thinking and complex tasks in the classroom

Action Step 1 5

Teachers will be supported with PD from Dr. Chew. Intermediate grades will also study how to utilize Seymour Simon books along with their curriculum.

Person Responsible

Tyson Villwock

Schedule

On 5/31/2018

Evidence of Completion

Teacher lesson plans and student artifacts

G4. 85% of 5th grade students will pass the Certiport assessment. 1

G098528

G4.B1 Student Motivation is low as is background knowledge coming into the course 2

B265041

G4.B1.S1 Teacher(s) will celebrate student success. 4

S280959

Strategy Rationale

Student motivation will increase with encouragement.

Action Step 1 5

Teachers and students will celebrate success for passing the assessment and tracking progress along the way.

Person Responsible

Casey Swift

Schedule

Biweekly, from 8/28/2017 to 5/28/2018

Evidence of Completion

Certiport data and mini-assessment formative results

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Support/Check-in will occur every two weeks along with planning for weaknesses

Person Responsible

Casey Swift

Schedule

Biweekly, from 8/28/2017 to 5/28/2018

Evidence of Completion

Teacher lessons and student data and mini-assessments

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Support will be available to related arts teacher to monitor lessons and student understanding for effectiveness

Person Responsible

Casey Swift


Schedule

Biweekly, from 8/28/2017 to 5/28/2018

Evidence of Completion

observations, student data and mini-assessment data

G4.B1.S2 Teacher(s) will plan mini-lessons to focus on weakness in the data. 4

 S280960

Strategy Rationale

Data-driven instruction will increase student understanding and proficiency.

Action Step 1 5

Teachers will meet in the Library Media Center twice a month to analyze data and plan for targeted instruction.

Person Responsible

Casey Swift

Schedule

On 5/31/2018





Evidence of Completion

Teacher lesson plans and student data/ improvement

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S2.A1 A378765	Teachers will plan for differentiated instruction using the Continuum and Taxonomy. They will...	Spears, Elizabeth	9/26/2016	Lesson plans	9/26/2016 weekly
G2.B1.S1.MA1 M410621	Monitor instruction, lesson plans, PLCs and student achievement data	Spears, Elizabeth	8/15/2016	Lesson plans and student achievement data	5/26/2017 quarterly
G1.B1.S2.MA1 M410618	MTSS Team to Problem Solve Interventions for Identified Students	Ganther, Cynthia	9/6/2016	Student Progress Monitoring Data	5/26/2017 quarterly
G1.B1.S2.MA1 M410619	MTSS Meetings and Progress Mntoring	Ganther, Cynthia	9/6/2016	Student Progress Monitoring Data	5/26/2017 quarterly
G2.B1.S2.MA1 M410623	Administration will attend PLCs and observe lessons	Spears, Elizabeth	8/28/2017	Evidence will include lessons plans, teacher exit tickets, and student data	4/23/2018 weekly
G2.B1.S1.A1 A378766	All instructional staff will participate in PLCs weekly to focus on team goals, Florida State...	Spears, Elizabeth	8/28/2017	Lesson plans, teacher conversations in PLCs and various forms of data	5/25/2018 weekly
G1.MA1 M410620	Administration and Literacy Coach will monitor F&P progress, iReady data, and formative assessments	Spears, Elizabeth	8/28/2017	F&P progress, iReady data, and formative assessments	5/28/2018 monthly
G2.MA1 M410624	iReady data, team formative assessments, and diagnostic data will be analyzed and compared...	Spears, Elizabeth	8/28/2017	iReady data, team formative assessments, and diagnostic data will be used as evidence	5/28/2018 biweekly
G3.MA1 M410627	Formative and summative data and quality of performance-based tasks (experiments, projects etc.)	Spears, Elizabeth	8/29/2016	Teacher Feedback and student data	5/28/2018 monthly
G4.MA1 M410630	G-matrix data will be monitored and analyzed to determine progress towards goal.	Swift, Casey	8/28/2017	Diagnostic and mini-assessment data will be used to determine if progress is being made.	5/28/2018 monthly
G1.B1.S1.MA1 M410616	Administration will ensure that the standards are focused on on PLCs and student targets are clear...	Spears, Elizabeth	8/28/2017	Lesson plans, observations and student data will be used as evidence of effectiveness.	5/28/2018 weekly
G1.B1.S1.A1 A378764	Teachers will attend and participate in meaningful PD with Laura Sites and District Support...	Spears, Elizabeth	8/28/2017	Literacy Coach Log, student evidence and various forms of data	5/28/2018 daily
G3.B1.S1.MA1 M410625	Teams and Administration will monitor district formative assessments for progress	Spears, Elizabeth	8/28/2017	Progress with district formative assessments and student writing samples	5/28/2018 monthly
G3.B1.S1.MA1 M410626	Administration will monitor and support PLC and PD agendas and outcomes	Spears, Elizabeth	8/28/2017	Student achievement data and writing samples	5/28/2018 weekly
G3.B1.S1.A1 A378768	Teachers will collaboratively share lesson plans and resources in PLCs (K-5 vocabulary cards,...	Spears, Elizabeth	8/28/2017	Lesson plans, learning goal scales, lesson study conversations and student data	5/28/2018 quarterly
G4.B1.S1.MA1 M410628	Support will be available to related arts teacher to monitor lessons and student understanding for...	Swift, Casey	8/28/2017	observations, student data and mini-assessment data	5/28/2018 biweekly
G4.B1.S1.MA1 M410629	Support/Check-in will occur every two weeks along with planning for weaknesses	Swift, Casey	8/28/2017	Teacher lessons and student data and mini-assessments	5/28/2018 biweekly
G4.B1.S1.A1 A378770	Teachers and students will celebrate success for passing the assessment and tracking progress along...	Swift, Casey	8/28/2017	Certiport data and mini-assessment formative results	5/28/2018 biweekly
G2.B1.S2.MA1 M410622	iReady, formative and diagnostic data will be monitored to determine effectiveness of strategy	Spears, Elizabeth	8/28/2017	iReady, formative and diagnostic data will be used as evidence	5/28/2018 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
G2.B1.S2.A1  A378767	Teachers will analyze data and strategies for all students in PLCs and in data chats with...	Spears, Elizabeth	8/28/2017	MTSS data and Diagnostic Data	5/28/2018 weekly
G1.B1.S1.MA1  M410617	Spears and Sites will monitor quality of lesson studies and literacy conversations and guide the...	Spears, Elizabeth	10/23/2017	Conversations in PLCs along with changes to lesson plans and student data will be monitored	5/31/2018 one-time
G3.B1.S2.A1  A378769	Teachers will be supported with PD from Dr. Chew. Intermediate grades will also study how to...	Villwock, Tyson	10/23/2017	Teacher lesson plans and student artifacts	5/31/2018 one-time
G4.B1.S2.A1  A378771	Teachers will meet in the Library Media Center twice a month to analyze data and plan for targeted...	Swift, Casey	10/23/2017	Teacher lesson plans and student data/improvement	5/31/2018 one-time

V. Professional Development Opportunities

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

G1. The percentage of students scoring at proficiency level 3 or above in reading will increase from 79% to 84%. The percent of students making learning gains will increase from 74% to 79%. Those students identified in the lowest quartile will increase learning gains from 68% to 73%.

G1.B1 The pedagogical shifts demanded by the Florida Standards has impacted how the teachers are teaching. Balancing informational text with literary text, knowledge in the disciplines, the staircase of text complexity, text-based answers, writing from sources, academic vocabulary coupled with pacing is rigorous. Teachers are closely examining the systems of strategic reading actions of student thinking within, about and beyond the text and designing engaging and rigorous literacy lessons required of the standard while meeting the individual child at their instructional level. Teachers continue to become familiar with and administer new diagnostic assessments which include the analysis of reading records for miscues and the implementation of common formative and summative assessments to guide them through the continual process of small group instruction and differentiated learning for each student. Instructional implications of the reading records are a targeted area of professional development this year as well as using Whole Class Data Sheets. The gradual release of responsibility, a critical structure of our Balanced Literacy Model of Literacy Instruction requires students to have immediate access of a wide varied of leveled texts. Ideally, each classroom should have an abundant variety of leveled readers representing a multitude of content topics and genres. We continue to stretch our budget and find creative funding sources to enhance the classroom libraries. Long-term, systemic professional development continues to be an essential need. Teachers have taken great strides to use the Fountas and Pinnell Continuum of Leveled Literacy, a comprehensive guide/continuum which provides a guide to the texts used in instruction of Balanced Literacy Components, to closely examine the specific reading behaviors and understandings to teach and support across the school year. Teachers are now using the 2014 Marzano Instructional Strategies. Upon close examination, we determined the protocols are much more student-centered and the teacher's role has shifted from presenter of knowledge to a facilitator of learning by creating learning opportunities that facilitate much higher levels of student engagement. The Marzano Taxonomy continues to be used to examine the depth of knowledge and cognitive demand of the standard. Teachers are working to design literacy units of study and are working through brand new literacy curriculum designed to meet the higher demand of standard expectations. Using the criteria of endurance, leverage, readiness, historical data that indicates challenge/weakness and a challenge to teach, teachers are learning the process of identify Target Standards in order to maximize student literacy learning and achievement. Examining student FSA data is very helpful in identifying strengths and weaknesses and has led us to a possible hypothesis in that our grade 3-5 students understand the content and are able to interact with on grade level texts (as determined by classroom artifacts and evidence) however, as a result of very limited practice material and question format that replicates the actual interface students encounter in live-time during the assessment; this may have a negative impact on our test scores. Many of our students consistently demonstrate outstanding writing samples aligned to the scoring rubric of the FSA when in class, yet score significantly lower on the actual test. A barrier is limited anchor samples provided and student responses are not returned to the schools as given with FCAT.

G1.B1.S1 Utilize Lesson Studies and Literacy Conversations in PLCs to facilitate collaboration and focus on student engagement and teacher talk - student talk ratio.

PD Opportunity 1

Teachers will attend and participate in meaningful PD with Laura Sites and District Support Personnel. PD will also include studying Jennifer Serravallo's Reading and Writing Books, studying how the state scores the writing assessment in 4th and 5th grade, and sharing strategies for using big books and matching guided readers in Kindergarten.

Facilitator

Homegrown Institute / District Personnel and Teacher's College

Participants

Reading/Writing Teachers

Schedule

Daily, from 8/28/2017 to 5/28/2018

G1.B1.S2 Facilitate PLCs and PD focused on data and strategies for differentiating instruction.

PD Opportunity 1

Teachers will plan for differentiated instruction using the Continuum and Taxonomy. They will analyze data for all students in PLCs and additional planning days as determined by the team.

Facilitator

PLCs with Sites and Spears - Focus on Data-Driven Instruction and Unpacking Standards

Participants

All K-5 Teachers

Schedule

Weekly, from 9/26/2016 to 9/26/2016

G3. The percentage of students scoring at proficiency level 3 or above in science will increase from 73% to 78%.

G3.B1 Limited time to implement authentic science experiences within the school day in classrooms. Paradigm shifts of instructional practices moving towards inquiry based learning and delving deep into concepts. Limited funds to purchase materials that support instructional shifts.

G3.B1.S2 Provide teacher support and Professional Development in the areas of scientific thinking, inquiry and standards-based experiments.

PD Opportunity 1

Teachers will be supported with PD from Dr. Chew. Intermediate grades will also study how to utilize Seymour Simon books along with their curriculum.

Facilitator

Dr. Chew- Inquiry-Based Thinking

Participants

All K-5 Teachers

Schedule

On 5/31/2018

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	Teachers will attend and participate in meaningful PD with Laura Sites and District Support Personnel. PD will also include studying Jennifer Serravallo's Reading and Writing Books, studying how the state scores the writing assessment in 4th and 5th grade, and sharing strategies for using big books and matching guided readers in Kindergarten.				\$0.00
2	G1.B1.S2.A1	Teachers will plan for differentiated instruction using the Continuum and Taxonomy. They will analyze data for all students in PLCs and additional planning days as determined by the team.				\$0.00
3	G2.B1.S1.A1	All instructional staff will participate in PLCs weekly to focus on team goals, Florida State Standards, student progress and formative and diagnostic assessment data. PLCs will include Lesson Studies, giving teachers the opportunity to plan a lesson together, observe the effectiveness of the lesson, and debrief to analyze the strengths, weakness and next steps. Teachers will study and utilize Number Talks to increase understanding of problems and different ways of solving problems.				\$0.00
4	G2.B1.S2.A1	Teachers will analyze data and strategies for all students in PLCs and in data chats with administration. Teachers will use data to devise instructional strategies for struggling students and weaknesses in data. PLCs will focus on deliberate planning. PLCs will also focus on finding new strategies and/or programs to support foundational knowledge such as the Reflex Program. Strategies for improving rote memorization of basic addition/subtraction/multiplication/division problems will be shared. PD may include the support of Dr. Nikki Newton to help with the "continuum" of mathematical learning.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0331 - Bessey Creek Elementary School			\$0.00
			0331 - Bessey Creek Elementary School			\$0.00
			0331 - Bessey Creek Elementary School	School Improvement Funds		\$1,500.00
<i>Notes: Math Intervention</i>						
5	G3.B1.S1.A1	Teachers will collaboratively share lesson plans and resources in PLCs (K-5 vocabulary cards, mystery science, Engineering is Elementary). These planning sessions may include vertical planning sessions. The content may also focus on Mystery Science and Engineering is Elementary depending on the standards that are being addressed.				\$0.00
6	G3.B1.S2.A1	Teachers will be supported with PD from Dr. Chew. Intermediate grades will also study how to utilize Seymour Simon books along with their curriculum.				\$1,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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	5100		0331 - Bessey Creek Elementary School	School Improvement Funds		\$1,800.00
			<i>Notes: Dr. Chew</i>			
7	G4.B1.S1.A1	Teachers and students will celebrate success for passing the assessment and tracking progress along the way.				\$0.00
8	G4.B1.S2.A1	Teachers will meet in the Library Media Center twice a month to analyze data and plan for targeted instruction.				\$0.00
					Total:	\$3,300.00