

Escambia County School District

Bellview Elementary School



2017-18 Schoolwide Improvement Plan

Bellview Elementary School

4425 BELLVIEW AVE, Pensacola, FL 32526

www.escambiaschools.org

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 KG-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

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

**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 Escambia 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 Bellview 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.

Empowering every learner to reach their full potential.

b. Provide the school's vision statement.

Bellview Elementary will be a place where the entire school community is valued and encouraged to contribute to a flexible and caring learning environment.

2. School Environment

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

Bellview Elementary School utilizes a combination of strategies from Capturing Kids' Hearts, Positive Behavior Supports, and Trauma Informed Care to lay the foundation of relationship building between students and teachers. We begin the school year focusing on relationship, classroom community, and culture building; suspending all curriculum related activities until this foundation is set. We set aside a parent teacher conference day for all teachers during the first quarter of school where teachers are able to connect with parents and learn more about students.

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

Bellview Elementary School utilizes a school-wide citizenship monitoring program that teaches students the school-wide expectations. Our citizenship monitoring plan also teaches our students how to reflect on their own choices throughout the day. Students have reflection time built into the end of their day, where students and teachers have respectful and focused conversations about the students' choices during the day. Teachers and staff are expected to teach and model for students the expectations for all school settings as they relate to the following behavior expectations: Safe, On-Task, Attitude, Responsibility, Self-Control. Teachers and staff also use this time to build trust and relationships between students and teachers, while maintaining that relationship the entire year. Safety of our campus is our main priority; all stakeholders are communicated with about the expectations that relate to safety.

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.

Bellview has adopted Tier I PBS behavior expectations for the school. This school-wide behavior plan teaches students that "Every Eagle SOARS" by explicitly teaching them how to be safe, on-task, have a good attitude, be responsible, and have self-control in all school settings. Paired with this Tier I plan of school-wide expectations, the school behavior team developed lesson plans which provide teachers with ideas, examples, and non-examples of the expectations throughout the school. Bellview Elementary also developed and implemented a flow-chart for teachers to use when addressing behavior concerns in the classroom. The flow-chart includes behavior definitions, examples, and sample consequences. A plan for managing classroom behaviors is in place, which includes a referral for the guidance counselor or behavior coach. The RTI-B system will be utilized to track student

behavior and assist in identifying students in need of Tier II interventions. Teachers and staff members were trained on the Tier I plan and discipline flow-chart. The behavior team will meet monthly to discuss and evaluate the school-wide behavior system and to plan further training for the staff. The majority of the teachers are also trained in Capturing Kids Hearts which sets the foundation for developing relationships with students and teaching students personal responsibility for their actions. All classrooms develop a social contract which set the expectations that students and teachers hold for all members of the classroom. BES has a system in place that allows students to be rewarded in multiple ways for exhibiting model behavior tied to the school-wide plan.

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.

Students social-emotional needs are met through Positive Behavior Supports, Capturing Kids Hearts, and counseling and mentoring opportunities offered at the school. The guidance counselor and behavior coach provide counseling and coaching to all students that are in need of assistance, which is initiated by teacher referral. Bellview also has an active mentor program where several students are assigned an adult mentor to meet with each week. Students are assigned mentors based on teacher and parent request.

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.

Bellview Elementary's early warning system includes the following: Chronic absenteeism, Math or Reading course failure, Level 1 FSA scores in Reading and/or Math, and one or more suspensions. Attendance, grades, and suspensions are tracked and monitored through the FOCUS system. FSA scores are monitored and reviewed through FCAT Star and Schoolnet. Students will also participate in STAR testing to progress monitor their literacy gains.

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	4	10	24	26	19	23	0	0	0	0	0	0	0	106
One or more suspensions	0	13	5	9	11	13	0	0	0	0	0	0	0	51
Course failure in ELA or Math	0	7	15	24	18	37	0	0	0	0	0	0	0	101
Level 1 on statewide assessment	0	0	0	11	27	70	0	0	0	0	0	0	0	108
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	8	9	14	21	43	0	0	0	0	0	0	0	95

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

Students who exhibit two or more of the early warning indicators are referred to the Guidance Counselor and school administration for appropriate interventions. Absenteeism interventions may include attendance incentives and / or meetings with parents.

The RTI MTSS process is used for academics as well as behavior. Teachers use targeted small group instruction to address student needs and administration assigns instructional and behavior coaches to assist new and veteran teachers with strategies of best practice.

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

Bellview Elementary School receives TITLE I, Part A funds and is developing a written Parent and Family Engagement Plan (PFEP) that establishes our expectations for parent and family engagement. This plan will describe how we will carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA. This plan is developed jointly and agreed upon with the families of children participating in TITLE I, Part A programs.

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.

Bellview Elementary recognizes the value of the community around it. As a school we attempt to use the resources from our community to build stronger relationships with our stakeholders. We do this through yearly hand delivering letters asking for partnerships with local businesses through various means to provide incentives for parents, bus drivers, teachers, and students. Bellview Elementary also uses the local banks to provide money importance/budgeting and materials as they relate to finances. Locally eateries near our campus also participate in supporting our school. The businesses that support our school actively model examples of career choices and thus impact student achievement.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Duran, Natacha	Other
Roberson, Felicia	Instructional Coach
Jackson, Shannan	Teacher, K-12
Rice, Sandra	Teacher, K-12
Cornell, Melissa	Teacher, K-12
Bozeman, Dawn	Teacher, K-12
Baggett, Angelyn	Teacher, K-12
Trier, Katie	Teacher, K-12
Moore, Johanna	Teacher, K-12
Fowler, Monica	Teacher, K-12

b. Duties

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

Each member of the Leadership team serves as a representative of their grade level team or department within the school. The goal of the team as a whole is to develop and implement the School Improvement Plan, including the development of strategies and the monitoring of progress over the course of the school year. The general education teacher representatives and Instructional Coach are responsible for providing input and guidance related to curriculum, instruction, and assessment. Representatives for the ESE, guidance, and behavior departments are responsible for providing input, progress updates, and guidance related to the needs of the ESE students, MTSS process for academics and behavior, and the inclusion model. Administrative team members serve as facilitators of the team, providing a forum and environment conducive to collaboration, learning, problem solving, and development of the school improvement plan. The team is provided with training, updates, and important information to take back to their respective teams. The role of each member is to facilitate collaboration within their own teams and report needs, ideas, and plans back to the leadership team and serve as the point of contact/liaison between their department and the leadership team.

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.

Each grade level team meets weekly and submits information related to their goals and plans for curriculum, instruction, and assessment. Based on the needs identified by each team/department, the leadership team aligns requests with the school improvement goals and makes decisions that will utilize budgeted funds to meet the need or goal. The leadership team members assist in developing a plan for implementation, training, and progress monitoring.

The MTSS team meets on a weekly basis (Thursday) to review student progress through the MTSS. Team members review screening data and link that data to instructional decisions. They also review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and those who are at high risk for not meeting benchmarks. The team will identify professional development and resources that are needed to meet the needs of students in MTSS. The team will also collaborate regularly, problem solve, share effective practices, evaluate

implementation, make decisions, practice new processes and skills, and make decisions about current and future implementation.

Title I, Part A Federal, state and local funds are used to provide the most effective programs and services to students and families at Bellview Elementary. Title I funds are used to supplement and enhance services for students and families. Our instructional coach, five teacher assistants, and one teacher assistant for the computer lab are funded with Title I funds. In addition, supplies for Parental Involvement, Staff Development, and classroom supplies are provided. Additional staff development for faculty and staff are also funded by Title I. State funds (SAI) are used for classroom supplies and transportation fees for educational field trips.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Melissa Groff	Principal
Shannon Ash	Education Support Employee
Paul Frederick	Student
Katie Trier	Student
Viola Gonzales	Student
Jennifer Garcia	Student
Sandra Rush	Student
Felicia Roberson	Student
Detria Harris	Student

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The School Improvement Plan is reviewed and discussed with the SAC throughout the year. They are an active part in looking at data and having input in the goals established. The SAC is also informed at the end of each school year how the school did in reaching the established goals.

b. Development of this school improvement plan

At the end of the school year, the SAC is asked to give input in goals and initiatives for the upcoming school year. The SAC is presented with a rough draft of the School Improvement Plan at the September meeting. The principal goes over the suggested goals and targets for the upcoming school year. The SAC is asked once again for suggestions/feedback to the proposed plan.

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

The annual budget will be reviewed and approved by the SAC at the end of the school year. The SAC also has input throughout the year when making decisions about spending school funds.

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

Bellview's allotted \$3807.00 will be utilized to allow teachers to spend time observing and receiving professional development related to the school improvement goal areas identified. Specifically, we will allow teachers to observe in local peer's classrooms to see highly effective teaching as well as provide follow-up professional development as needed. Substitute teachers will be used to cover teacher's classes as needed.

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
Groff, Melissa	Principal
Gurley, Elvira	Teacher, K-12
Zuniga, Sarah	Teacher, K-12
Link, Alison	Teacher, K-12
Brown, Irish	Teacher, K-12
Paulson, Kristin	Teacher, K-12

b. Duties

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

Bellview's LLT provides a school-wide structure that promotes and increases student motivation in literacy to make a lasting impact on student success. The team's driving forces are:

- * Focus on student growth in reading skills as measured by the STAR reading assessment administered quarterly
- * Foster student's desire to read by offering intrinsic and extrinsic motivation on a quarterly basis

Our LLT works with administration to develop literacy "must haves" for teachers as well as collaborates with media specialist to design and plan the current year's Accelerated Reading program.

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.

Bellview Elementary has adopted a total positive behavior atmosphere for the faculty and staff. Grade levels have been divided into groups to create more cohesive planning time that can be focused on data driven instruction and assessments. Grade level groups come together once a week for a full grade level meeting to ensure total inclusion on the grade level goals for the year. The faculty and staff have also participated in building a Social Contract, in which we all use as a model when interacting with one

another. All faculty meetings are designed to model best practices for instruction while encouraging collaboration and professional development.

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

1. Review all applicants for job postings (Principal)
2. Conduct Team Interviews (Interview Team)
3. Partnering new teachers with veteran staff (Principal)
4. Encourage Highly Qualified teachers to supervise practicum students and student teachers from UWF (Principal)
5. Offer gifted certification classes for gifted teachers (Principal/Gifted Program Specialist)

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

Bellview Elementary has placed all new teachers with a mentor teacher, proximity and personality played a role in the pairing of teachers. First year teachers receive a Consulting Teacher from the START program. All teachers have been paired with veteran teachers within their team to help acclimate them to the school and district. New teachers are paired with experienced highly effective teachers that are in their grade level.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All core subjects follow the Florida Standards. Teachers utilize the pacing guides provided by the district to begin their planning process. The Resource Teacher assists teachers with "unpacking" standards, reading and understanding item specifications, and locating resources that align with the standards. Teams plan instruction by identifying the standard, planning the assessment, then identifying resources and instructional practices that align. Pacing guides are written under the direction of subject area specialist and are designed to follow the Florida Standards. Discovery Education testing, School Net benchmark tests and benchmarks, iStation progress monitoring, and grade level common assessments are used throughout the year for progress monitoring towards proficiency of Florida 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.

Grade level teams will utilize common assessments tied directly to the Florida Standards being taught in the classroom. Data will be gathered from multiple sources including Discovery Education, School Net, iStation, Study Island, teacher developed/decided upon formative assessments, classroom observation, DRA, checklists, and the previous years' FSA scores. Teacher teams will discuss progress on the common assessment piece used and make decisions for instruction which will include small group remediation and enrichment, flexible grouping across the grade level, RTI tiered

interventions, and teacher collaboration or co-teaching.

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: 10,800

All students receive an additional hour of reading instruction each day. Teachers and students will work on word study, fluency and accuracy, comprehension skills, and close reading strategies.

Strategy Rationale

Additional reading instruction will target all students and the reading proficiency level school-wide, and will also specifically target our lowest quartile students with specific instruction designed to meet their needs.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Groff, Melissa, mgroff@ecsdfi.us

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

STAR grade level equivalencies will be collected, tracked, and utilized by teachers each quarter. The growth from one quarter to the next will be the focus to determine effectiveness of this strategy.

DRA levels will also tracked quarterly to monitor Lowest quartile students' progress over time.

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.

Kindergarten registration begins in the Spring. Information about registration is sent home with all Bellview students and posted on the school marquee. Information is also given to area day care centers and preschools. A school wide "Back to School Orientation" is held a couple of days before school starts.

Middle Schools that students feed into are invited to speak to all fifth grade students second semester. Flyers and information from middle schools are disseminated with fifth grade students as it is received.

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.

NA

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

NA

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

NA

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

NA

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

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.** If unified systems for curriculum, instruction, and assessment are developed and followed consistently school-wide, achievement in all content areas will increase.

- G2.** If all teachers utilize data to effectively plan for and implement specific and differentiated small group instruction targeted at individual student needs in reading and math, it will lead to increased learning gains in all subject areas.

Strategic Goals Detail

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

G1. If unified systems for curriculum, instruction, and assessment are developed and followed consistently school-wide, achievement in all content areas will increase. 1a

G099037

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	50.0
FCAT 2.0 Science Proficiency	55.0

Targeted Barriers to Achieving the Goal 3

- Lack of school-wide procedures/systems as related to curriculum, instruction, assessment

Resources Available to Help Reduce or Eliminate the Barriers 2

- RTI/Instructional Coach
- District Subject Area Specialist
- Collaboration of Faculty and Staff
- Online Professional Development Resources
- District Professional Development
- Behavior Coach

Plan to Monitor Progress Toward G1. 8

Student achievement data and classroom proficiency percentages on benchmark assessments along with student growth reports from STAR will be collected and reviewed.

Person Responsible

Melissa Groff

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student and classroom data on data forms will be collected and reviewed.

G2. If all teachers utilize data to effectively plan for and implement specific and differentiated small group instruction targeted at individual student needs in reading and math, it will lead to increased learning gains in all subject areas. 1a

G099038

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	55.0
Math Gains	55.0
ELA/Reading Lowest 25% Gains	55.0
Math Lowest 25% Gains	55.0

Targeted Barriers to Achieving the Goal 3

- Inconsistency in the effective use of data to drive instruction and select instructional resources that meet individual needs

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coach
- Subject area specialists
- Teacher Collaboration
- District Provided Professional Development
- Online Professional Development Resources
- School Wide Behavior Management Plan
- Behavior Coach

Plan to Monitor Progress Toward G2. 8

Benchmark assessment data, STAR results, iStation Progress Monitoring data

Person Responsible

Melissa Groff

Schedule

Monthly, from 8/10/2016 to 8/10/2016

Evidence of Completion

Student gains over time within the data monitoring programs in use.

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. If unified systems for curriculum, instruction, and assessment are developed and followed consistently school-wide, achievement in all content areas will increase. 1

G099037

G1.B1 Lack of school-wide procedures/systems as related to curriculum, instruction, assessment 2

B266651

G1.B1.S1 Systems related to curriculum, instruction, and assessment will be put into place. 4

S282548

Strategy Rationale

If systems for instructional procedures and practices are developed and followed, teachers will have a framework of understanding and action to utilize when planning for instruction.

Action Step 1 5

The RTI process will be monitored for fidelity.

Person Responsible

Felicia Roberson

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Appropriate interventions at the classroom level will be observed during visits to classrooms.

Action Step 2 5

A curriculum, instruction, and assessment handbook will be followed by all classroom teachers.

Person Responsible

Melissa Groff

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Minimum instructional expectations are met in all classrooms every day.

Action Step 3 5

A school-wide system promoting reading and math fluency will be developed.

Person Responsible

Laura Carroll

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

The display of student progress related to reading and math fluency will be visible throughout the building.

Action Step 4 5

Teachers will collect, maintain, utilize, and display student data to plan for student instruction

Person Responsible

Melissa Groff

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Teachers will keep a data notebook and data displays of student grade-level equivalencies and use the data to plan for instruction.

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

The fidelity of implementation will be monitored through grade level weekly planning minutes and walk through observations.

Person Responsible

Melissa Groff

Schedule

Weekly, from 8/10/2017 to 5/26/2018

Evidence of Completion

Weekly meeting minutes, student data forms, and classroom walkthrough data will be collected to demonstrate the implementation of this strategy.

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

Benchmark and common assessments will be used to demonstrate the effectiveness of implementation.

Person Responsible

Melissa Groff

Schedule

Weekly, from 8/10/2017 to 5/26/2018

Evidence of Completion

Teacher data forms, iStation progress, and classroom common assessment data will be utilized and monitored regularly to determine the effectiveness of the strategy. Data forms will analyze student progress toward standard proficiency, class achievement levels, and grade level progress.

G2. If all teachers utilize data to effectively plan for and implement specific and differentiated small group instruction targeted at individual student needs in reading and math, it will lead to increased learning gains in all subject areas. 1

G099038

G2.B1 Inconsistency in the effective use of data to drive instruction and select instructional resources that meet individual needs 2

B266652

G2.B1.S1 We will implement a system where an ongoing awareness of student data is at the foundation of all decision making. 4

S282549

Strategy Rationale

If a system exists that promotes an awareness of the varied needs that a student brings to the classroom, teachers will be more prepared to make instructional decisions with these needs in mind.

Action Step 1 5

Grade levels will meet in weekly grade level PLCs that focus on student data and learning.

Person Responsible

Laura Carroll

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Action Step 2 5

Teachers will maintain data notebooks that contain class data snapshots and individual student data sheets.

Person Responsible

Laura Carroll

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Action Step 3 5

Teachers will combine information gathered from the various data sources and data conversations to plan targeted small group instruction.

Person Responsible

Melissa Groff

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

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

We will hold quarterly data meetings with individual teachers.

Person Responsible

Melissa Groff

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

We will record minutes from quarterly data meetings and grade level/class data sheets will be maintained to match updated student data pieces.

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

Student growth data will be monitored each quarter.

Person Responsible

Laura Carroll

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

STAR 360 data, iStation reports, RTI logs, quarterly benchmarks, classroom observation of small group instruction, and common assessments will all be used to determine the effectiveness of implementation.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.MA1 M414078	Benchmark assessment data, STAR results, iStation Progress Monitoring data	Groff, Melissa	8/10/2016	Student gains over time within the data monitoring programs in use.	8/10/2016 monthly
G1.MA1 M414075	Student achievement data and classroom proficiency percentages on benchmark assessments along with...	Groff, Melissa	8/10/2017	Student and classroom data on data forms will be collected and reviewed.	5/25/2018 weekly
G1.B1.S1.A1 A381237	The RTI process will be monitored for fidelity.	Roberson, Felicia	8/10/2017	Appropriate interventions at the classroom level will be observed during visits to classrooms.	5/25/2018 weekly
G1.B1.S1.A2 A381238	A curriculum, instruction, and assessment handbook will be followed by all classroom teachers.	Groff, Melissa	8/10/2017	Minimum instructional expectations are met in all classrooms every day.	5/25/2018 daily
G1.B1.S1.A3 A381239	A school-wide system promoting reading and math fluency will be developed.	Carroll, Laura	8/10/2017	The display of student progress related to reading and math fluency will be visible throughout the building.	5/25/2018 weekly
G1.B1.S1.A4 A381240	Teachers will collect, maintain, utilize, and display student data to plan for student instruction	Groff, Melissa	8/10/2017	Teachers will keep a data notebook and data displays of student grade-level equivalencies and use the data to plan for instruction.	5/25/2018 daily
G2.B1.S1.MA1 M414076	Student growth data will be monitored each quarter.	Carroll, Laura	8/10/2017	STAR 360 data, iStation reports, RTI logs, quarterly benchmarks, classroom observation of small group instruction, and common assessments will all be used to determine the effectiveness of implementation.	5/25/2018 quarterly
G2.B1.S1.MA1 M414077	We will hold quarterly data meetings with individual teachers.	Groff, Melissa	8/10/2017	We will record minutes from quarterly data meetings and grade level/class data sheets will be maintained to match updated student data pieces.	5/25/2018 quarterly
G2.B1.S1.A1 A381241	Grade levels will meet in weekly grade level PLCs that focus on student data and learning.	Carroll, Laura	8/10/2017		5/25/2018 weekly
G2.B1.S1.A2 A381242	Teachers will maintain data notebooks that contain class data snapshots and individual student data...	Carroll, Laura	8/10/2017		5/25/2018 daily
G2.B1.S1.A3 A381243	Teachers will combine information gathered from the various data sources and data conversations to...	Groff, Melissa	8/10/2017		5/25/2018 daily
G1.B1.S1.MA1 M414073	Benchmark and common assessments will be used to demonstrate the effectiveness of implementation.	Groff, Melissa	8/10/2017	Teacher data forms, iStation progress, and classroom common assessment data will be utilized and monitored regularly to determine the effectiveness of the strategy. Data forms will analyze student progress toward standard proficiency, class achievement levels, and grade level progress.	5/26/2018 weekly
G1.B1.S1.MA1 M414074	The fidelity of implementation will be monitored through grade level weekly planning minutes and...	Groff, Melissa	8/10/2017	Weekly meeting minutes, student data forms, and classroom walkthrough data will be collected to demonstrate the implementation of this strategy.	5/26/2018 weekly

V. Professional Development Opportunities

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

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	The RTI process will be monitored for fidelity.	\$0.00
2	G1.B1.S1.A2	A curriculum, instruction, and assessment handbook will be followed by all classroom teachers.	\$0.00
3	G1.B1.S1.A3	A school-wide system promoting reading and math fluency will be developed.	\$0.00
4	G1.B1.S1.A4	Teachers will collect, maintain, utilize, and display student data to plan for student instruction	\$0.00
5	G2.B1.S1.A1	Grade levels will meet in weekly grade level PLCs that focus on student data and learning.	\$0.00
6	G2.B1.S1.A2	Teachers will maintain data notebooks that contain class data snapshots and individual student data sheets.	\$0.00
7	G2.B1.S1.A3	Teachers will combine information gathered from the various data sources and data conversations to plan targeted small group instruction.	\$0.00
Total:			\$0.00