Bushnell Elementary School

2017-18 Schoolwide Improvement Plan

Bushnell Elementary School

218 W FLANNERY AVE, Bushnell, FL 33513

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	75%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	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 Sumter 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.

Table of Contents

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 Bushnell Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Bushnell Elementary is to foster an environment that provides on-going programs to meet the educational needs and differences of all students in our changing society and to help all students realize success and fulfillment in school and community life.

b. Provide the school's vision statement.

Bushnell Elementary provides a quality staff, an appropriate learning environment and adequate resources to ensure academic, social, and physical growth, enabling students to excel in an ever-changing world.
Our school motto is "A Great Place to Grow".

2. School Environment

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

Teachers use student interests surveys to find out about student's cultures. Parent surveys are also utilized by teachers to determine how to build relationships. We have several parent nights at school to foster relationships and build community involvement including Meet Your Teacher orientation, fall open house AR nights, science nights, literacy nights, and numerous PTO events.

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

Students at BES receive character education training through Character Connex. Teachers also infuse character education into their classroom lessons and activities. For grades 4-5, PE coaches also address creating an environment of safety and respect at PE with the expectation that students respect each other on the playground and in less structured environments. BES also utilizes the Help Box in the main office. Students are instructed to use the Help Box to report bullying or other negative interactions. Student of the Month celebrations are held each month to recognize students who display the character trait of the month. Students, their families, and a friend are invited to attend the celebration. School walkways are named with character traits our school culture embraces (i.e. Citizenship Way, Caring Ave, and Responsibility Street).

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.

BES utilizes school-wide Positive Behavioral Interventions and Support (PBIS). Students are given Bushnell Bucks for following school expectations and making good choices. Students are then able to spend these at the PBS store. School-wide behavior charts are utilized in every classroom. Grade levels K-5 participate in a school wide reward competition bi-quarterly "Growing in Success with PBIS." The PBS team meets once a month to review expectations, discipline data, and generate ideas to meet student behavioral needs. Behavioral Expectations are clearly defined in the student and faculty handbook. Teachers follow a school-wide discipline plan. Behavior management plans are also reviewed in faculty meetings and GLC meetings. Teachers also participate in a "Staff Shout

Out" program where staff recognize each other each month for impacting their students, colleagues, or families/community.

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.

We have an on-site counselor for students. Students with more intense needs benefit from services from the district behavior therapist/BCBA. District school psychologists are utilized as needed. In addition, the district contracts with Lifestream allowing eligble students to receive counseling at school.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

Bushnell Elementary School monitors student attendance for absences (excused & unexcused) and tardies. Our school utilizes weekly attendance rewards for students who have perfect attendance each week, meaning students with no absences or tardies. Our school also works in conjunction with Youth and Family Alternatives to provide addition support and resources for families who have students with attendance concerns.

Students who earn a level 1 on either the math and/or English-language arts Florida Standards Assessments will be given a PMP.

Students who acquire two level 3 disciplinary infractions will receive a RTI/MTSS referral for behavior. Students with continuous behavioral concerns are given a behavioral intervention plan. The behavioral intervention plans are reviewed every 4-6 weeks approximately with the assistance of our district's behavior specialist and updated as appropriate.

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	23	20	25	17	17	15	0	0	0	0	0	0	0	117
One or more suspensions	0	2	4	4	4	4	0	0	0	0	0	0	0	18
Course failure in ELA or Math	8	14	8	14	11	19	0	0	0	0	0	0	0	74
Level 1 on statewide assessment	0	0	0	0	5	19	0	0	0	0	0	0	0	24

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	4	7	4	4	5	15	0	0	0	0	0	0	0	39

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

BES targets attendance for those students with attendance issues whether the absence is excused or unexcused. The attendance target group is closely monitored and Attendance Child Study Team Meetings are held with the student, parent, administrator, and representative from Youth and Family Alternatives. Students that receive a Level 1 in Reading and/or Math on the state standardized tests are given PMPs to monitor their progress throughout the year. These students also maintain a reading portfolio where student performance is reviewed and discussed frequently and student performance data is monitored closely. Students also receive targeted instruction based on their individual needs through the use of paraprofessionals, teacher led small group, and flexible grouping. Students receive a referral into the RTI program after they receive their second Level 3 disciplinary infraction. The RTI program allows for academic and/or behavioral interventions to begin immediately for students who are showing notable struggle in comparison to their peers.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

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

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/438719.

2. Description

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The school collaborates with several local business/community partners to support school initiatives including PBS, Parent Involvement, and Character Building. Local community resources are provided throughout the year to support the school. Resources are sought based on needs and interests. Several local organizations come to Meet The Teacher to support community-school relationships. Grants are awarded to teachers from several local organizations that provide additional resources in classrooms.

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
Kinley, Kelly	Principal
Fort, Susan	Teacher, K-12
Waddell, Brandi	Teacher, K-12
Vigilanti, Tony	Teacher, ESE
Russ, Jennifer	Instructional Coach
Ferguson, Casey	Assistant Principal
Kelly, LaShandra	Instructional Coach
Strickland, Keri	School Counselor
Holt, Magan	Teacher, K-12
Lollie, Jeannette	Teacher, ESE
Johnson, Carol	Teacher, K-12
Tragesser, Kathleen	Teacher, K-12
Johnston, Jessica	Assistant Principal
Raybon, Asheley	Teacher, K-12
Moses, Dawn	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.

The principal and assistant principals lead the administrative team at BES. Administrators analyze student performance data and staff data from observations of instructional practice. They then meet to determine what professional development needs to be implemented and what topics should be taught in PLCs. Administration also discusses concerns with GLCs to determine the best course of action to take concerning professional development and school policies.

Grade Level Chairs (GLC) meet with administration to discuss school practices, as well as instructional practices. GLCs then meet with their instructional staff bi-monthly to ensure grade level teachers are implementing school policies and instructional practices. Teachers meet bi-monthly to review data in PLCs.

The RTI resource teacher facilitates all meetings with general education teachers who have students in the RTI process. The RTI resource teacher collects progress monitoring data and analyzes the effectiveness of the interventions. The team then meets to review intervention implementation and effectiveness. The RTI resource teacher meets with the guidance counselor, assistant principal and principal on a frequent basis to discuss progress, goals, necessary adjustments and recommendations to the program. The team meets to review school-wide and class-wide academic and behavioral data.

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

Title I, Part A:
All Title I schools in the Sumter district have schoolwide programs. The Title I funds that are distributed to the schools are used to implement comprehensive strategies that address the needs of the students and to improve the educational programs for the entire school population with a direct focus on the most academically at risk students. In addition, these funds supplement the school's academic program by providing additional technology, instructional programs, personnel, professional development, opportunities for data analysis, review and revision of curriculum, and parent involvement activities.

Title II
Bushnell Elementary School is allotted Title II funds to be used for teacher training based on the School Improvement Plan goals, teacher Individual Professional Development Plans, district mandates and surveys. Each of these tools are research based strategies that use student data. These resources align with the School Improvement Plan, Strategic Plan, and DIAP. The oversight of all professional development comes from the district.

Title III:
ESOL (English for Speakers of Other Languages) is coordinated through the district. Services to students and parents are provided by the district following state guidelines.

Title X- Homeless:
All new student registrations include a "Residency Questionnaire" which helps to determine if the student is
living under homeless conditions. If a student is determined to be living under homeless conditions, the guidance counselor, in coordination with the district homeless contact, work with parents to use district homeless resources to meet student and parent needs.

Violence Prevention Programs:
All Bushnell Elementary students participate in the monthly "Character Connex" program which teaches character education. This program is provided by a local church through a grant by the Division of Juvenile Justice. Bushnell Elementary also implements a school-wide positive behavior support plan throughout the school
year.

Nutrition Programs:
Schools participate in the Department of Agriculture's National Lunch Program. Students who participate in the afterschool academic enrichment program are also eligible to receive a snack provided through the National Lunch Program.

VPK:
Voluntary Pre-Kindergarten is offered at each of the four elementary schools to ensure a smooth transition into Kindergarten and an early start to learning. Students participate in VPK five full school days per week and are exposed to literature, social skills, mathematics content, and a print rich environment.

ESE:
Students are placed into ESE programs who are determined to have disabilities based on IDEA regulations. IEPs are reviewed annually. ESE services range from part to full time and may include PT, OT, SLP, and/or behavioral supports.

RTI:
The school-based problem-solving processes include utilizing universal screening (FSA, Exact Path) that is conducted by school staff. The School based RTI Leadership Team meets with each general

education teacher who have children in the RTI process to review interventions, implementation, effectiveness, and data collection. The RTI Leadership team collects progress monitoring data on a bi-weekly basis. The data is analyzed to help determine effectiveness of the interventions and to see if interventions are meeting student's needs.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kelly Goodwin	Principal
Misty Durham	Parent
Felicia Halley	Parent
Eneida Rodriquez	Parent
Ebony Castle	Business/Community
Jessica Arnstein	Parent
Teri Douglas	Teacher
Heather Lowery	Business/Community
Audrey Moyer	Parent
Barbara Northcutt	Education Support Employee
Heather Smith	Parent
Kim Sommersdorf	Teacher
Katherine Strong	Parent
Kathi Tragesser	Teacher
Dana Williams	Parent
Magan Holt	Teacher
Vernellma Austin	Teacher
David Christensen	Teacher
Monica Gonzalez	Parent
Tiamaya Green	Teacher
Carol Johnson	Teacher
Melissa McCoy	Parent
Tabitha Parker	Parent
Edina Reyes	Parent
Veronica Ross	Education Support Employee
Cinthia Ruiz	Parent
Mary Schoenauer	Parent
Loretta Spencer	Parent
Tina Yates	Parent

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The SAC reviews the previous year's data. The current year's SIP is created in collaboration with the SAC so that revisions can be made based on the data and goals set by the stakeholders.

b. Development of this school improvement plan

The School Advisory Council meets 4 times a year to review and discuss student achievement and data. The members collaborate and provide suggestions to address the current student achievement performance on state and local assessments. All of the information is gathered from the meetings and summarized in the School Improvement Plan. Once all the data is completed, the plan is presented to SAC members to review. Then the SAC members add any additional input for the plan and the final form is presented to the SAC for approval.

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

SAC funds are allocated and disbursed upon recommendation of the staff and final approval of the SAC membership.

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

There was $0 dollars allocated as SAC funds for the 2016-2017 school year.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Kinley, Kelly	Principal
Kinney, Jamie	Teacher, K-12
Johnson, Carol	Teacher, K-12
Russ, Jennifer	Instructional Coach
Ferguson, Casey	Assistant Principal
Baker, Frances	Teacher, K-12
Westerkom, Susan	Teacher, K-12
Holt, Magan	Teacher, K-12
Johnston, Jessica	Assistant Principal
Douglas, Teri	Teacher, K-12
Llantin, Igdalia	Teacher, K-12
Duckworth, Lauryn	Teacher, K-12
Yehl, Karen	Teacher, K-12

b. Duties

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

The major initiatives of the Literacy Leadership Team are to provide support and resources for the reading curriculum, writing standards and assessments (FSA), and to analyze assessment data to help drive classroom instruction.

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.

In August, the concept of creating a positive culture was supported through our implementation of AVID and reviewed in the initial faculty meeting site wide. Teachers are given common planning times with their grade level teachers. In addition, teachers are encouraged to participate in optional PLC's each week for a supplement pay in ELA, Math, Science and Writing. Through the use of common planning times and PLC's, instructional staff is able to collaborate on effective means of integrating WICOR strategies in order to address school wide focus areas and support AVID implementation school wide in each classroom.

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

Teacher to Teachers and Troops to Teachers are used as a recruiting process. District/school staff also attend recruiting fairs at various colleges. Potential teachers seek positions that are available on the county website and complete an online application. The hiring protocol for new teachers if followed to the hiring of the best certified personnel.

Responsible Personnel: Lisa Whitman/Allison Nave

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

All new teachers are assigned to a mentor (experienced teacher). Mentor teachers are selected based on years of teaching experience, the specific subject area, the completion of mentor training, and the understanding of the state standards and the district-wide curriculum. The planned mentoring activities include: Complete Sumter County School District New Teacher Program, utilize guided meetings, peer observations, and monthly checklists of teaching responsibilities. Documentation must be submitted to district office at the end of the school year. If teachers are hired prior to the start of school, they attend a four day new teacher induction program.

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.

Sumter County Schools utilizes teachers to develop curriculum maps that are based on the Florida Standards. These maps are reviewed throughout the year to ensure that they are aligned to the standards. In addition, administration monitors where teachers are in the curriculum maps to ensure that all the standards are taught. All materials purchased through the Florida School Book Depository are aligned with the standards or can be used as supplements to ensure that the standards are being taught.

b. Instructional Strategies

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

The District/school data management system, Performance Matters, houses the data for all state and district assessments and is utilized to access student data. Teachers are given training on Performance Matters to disaggregate the data to guide their instruction. Teachers also have access to PEER for Progress Monitoring Plans and IEPs. These help teachers target specific skills for students that are struggling.

To elaborate, in grades K-5 FSA is given in Reading, Math, and Science. In grades K-2, Exact Path is used for reading and math. Kindergarten students also take FAIR, and Flicker at the beginning of Kindergarten. Exact Path, an individualized student computer program provides numerous reports in reading and mathematics.

Teachers use this information to create flexible groups within their class for small group, differentiated instruction.

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: Summer Program

Minutes added to school year: 6,000

If funding permits, summer school will be available to those students in grade K-5. Emphasis is on English Language Arts, science, writing and math. Differentiated instruction and materials will be provided to meet each child's level of learning. Working in a small group with both a teacher and aide will give each child extra help in mastery of academic skills. Students experience a hands-on learning approach to meet their academic needs during the summer. Students use technology to support learning needs such as Successmaker and Reflex.

Strategy Rationale

Students are provided with additional time to work on skills that they are missing to help close the achievement gap.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Ferguson, Casey, casey.ferguson@sumter.k12.fl.us

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

Resource teachers will assist in creating ELA, and mathematics probes in the form of a pre-test and post-test to determine the effectiveness of the program. SAT-10 will also be administered for 3rd graders to assist in determining promotion to grade 4.

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.

Each spring the schools holds VPK and Kindergarten "Round Ups". During this time parents are assisted with completing required registration forms. Students also participate in a Kindergarten readiness assessment along with speech and language screeners.

Fifth graders transitioning to the middle school go on a field trip to the feeder middle school to visit. Teachers and guidance counselors meet to discuss specific student concerns. Fifth and sixth grade teachers also observe one another and participate in vertical articulation meetings in which curriculum and expectations are discussed.

Voluntary Pre-Kindergarten is offered at the school for four year olds five days per week, to ensure a smooth transition in to Kindergarten and an early start to learning. During the VPK program students are exposed to school procedures and a print rich environment that mirrors the Kindergarten program. Additional resources available to parents include a VPK social worker and Pre-K specialist.

To elaborate, the majority of the students served by Voluntary Pre-Kindergarten program will attend

Bushnell Elementary School and will enter our Kindergarten program with a solid foundation. In order to assist students in a smooth transition from the Pre-Kindergarten program into a Kindergarten classroom, several definitive actions are implemented during the student's attendance in the final grading period of the Pre- Kindergarten program.

"Language for Learning" is used to teach basic words, concepts, and sentence formation as a language development activity; "Number Worlds" is used as the primary math curriculum; "Handwriting Without Tears" will introduce the students to writing as well as letter tracing games and activities; VPK students visit the Kindergarten classrooms; students take home materials to encourage and support learning ;small groups are implemented during the day; and children are assessed three times during the year on oral language, print knowledge, phonological awareness, and math.

VPK and Kindergarten teachers participate in articulation meetings each fall to discuss student placement and areas of 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"Â? 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.   Students will show an increase in ELA proficiency on the FSA from 62% to 70%.

G2.   Students will show an increase in proficiency on the math FSA from 77% to 85%.

G3.   Students will show an increase in proficiency in Science on the Statewide Science Assessment from 70% to 80%.

G4.   Students and teachers will increase the use of technology in instructional planning and application.

G5.   Parent involvement will increase by 25% from the previous year.

G6.   The number of unexcused absences in our student body will decrease by 5%.

G7.   Students will show a 10% decrease in discipline incidents.

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. Students will show an increase in ELA proficiency on the FSA from 62% to 70%. 1a

🔑 G099332

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
ELA/Reading Lowest 25% Gains	56.0
ELA/Reading Gains	67.0

Targeted Barriers to Achieving the Goal 3

- Lack of Background of knowledge and language skills

- Limited vocabulary knowledge, limited integration of knowledge and skills, and limited knowledge and use of conventions

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading PLCs

- Use Saxon Phonics Curriculum Kits in Kindergarten

- AVID Weekly

- Achieve 3000

- Core Connections Training

- DBQs for 4th and 5th

Plan to Monitor Progress Toward G1. 8

Effective ELA Instruction during reading block

Person Responsible
Kelly Kinley

Schedule
Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion
2018 FSA results and Exact Path assessment

G2. Students will show an increase in proficiency on the math FSA from 77% to 85%. `1a`

🔑 G099333

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	85.0
Math Lowest 25% Gains	65.0
Math Gains	80.0

Targeted Barriers to Achieving the Goal `3`

- Lack of Math vocabulary and application of math concepts
- Lack of assessments for monitoring bottom quartile students

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

- Exact Path
- Go Math!
- Collaborative Professional Learning Communities across grade levels
- AVID strategies

Plan to Monitor Progress Toward G2. `8`

Effective math Instruction during math block

Person Responsible
Casey Ferguson

Schedule
Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion
2018 FSA Math, Exact Path

G3. Students will show an increase in proficiency in Science on the Statewide Science Assessment from 70% to 80%. `1a`

🔍 G099334

Targets Supported `1b`

Indicator	Annual Target
Statewide Science Assessment Achievement	80.0
Science Achievement District Assessment	80.0

Targeted Barriers to Achieving the Goal `3`

- Limited knowledge of real life science exposure
- Students are unfamiliar with major science concepts and vocabulary

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

- Pearson Science interactive materials
- Hands on experiments
- Vocabulary exposure school wide
- Guest speakers targeted to grade level science standards
- Science Explorers and Science Superstars

Plan to Monitor Progress Toward G3. `8`

Effective Science Instruction

Person Responsible
Casey Ferguson

Schedule
Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion
walkthroughs, lesson plans, hands on experiments, science journals, 2 column notes

G4. Students and teachers will increase the use of technology in instructional planning and application. 1a

🔑 G099335

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	100.0

Targeted Barriers to Achieving the Goal 3

- Not all students have access to 1:1 use of technology

- Teachers lack resources and training to use Microsoft 365

Resources Available to Help Reduce or Eliminate the Barriers 2

- District provided 1:1 laptops for 4th & 5th graders

- District OneNote/365 Professional Development

Plan to Monitor Progress Toward G4. 8

Student assessment data will be collected and monitored to establish effectiveness of 1:1 technology.

Person Responsible
Brandi Waddell

Schedule
Every 6 Weeks, from 8/10/2017 to 5/30/2018

Evidence of Completion
Student district and classroom formative assessment results.

G5. Parent involvement will increase by 25% from the previous year. 1a

🔑 G099336

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	5.0

Targeted Barriers to Achieving the Goal 3

- Time conflicts of scheduled school events and work

- Language barrier

Resources Available to Help Reduce or Eliminate the Barriers 2

- Volunteer Sign-In

- Volunteer Orientation

- Volunteer Profiles

- All Pro Dads

- PTO

- Stem Night

- Toolkit Night/Art Night

- Parent Conference Nights

- Literacy Night

Plan to Monitor Progress Toward G5. 8

Increase of parent Involvement

Person Responsible
Magan Holt

Schedule
Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion
Volunteer Sign-In System

G6. The number of unexcused absences in our student body will decrease by 5%. `1a`

🔑 G099337

Targets Supported `1b`

Indicator	Annual Target
Attendance rate	98.0

Targeted Barriers to Achieving the Goal `3`

- Students have limited control getting to school each day.

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

- Positive Behavior Support for students

- Check In System

- Youth and Family Services

- PBS Attendance Incentives for Parents

Plan to Monitor Progress Toward G6. `8`

The number of students who have excessive unexcused absences will decrease by 20%.

Person Responsible
Casey Ferguson

Schedule
Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion
Skyward

G7. Students will show a 10% decrease in discipline incidents. `1a`

🔑 G099338

Targets Supported `1b`

Indicator	Annual Target
2+ Behavior Referrals	10.0

Targeted Barriers to Achieving the Goal `3`

- Student infractions with other students

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

- PBS Plan

- PBS store

- PBS Committee

- Character Trainings

- STOP

Plan to Monitor Progress Toward G7. `8`

Student behavioral data

Person Responsible
Jessica Johnston

Schedule
Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion
Skyward reports, minor behavior & bus referrals

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. Students will show an increase in ELA proficiency on the FSA from 62% to 70%. 1

🔑 G099332

G1.B1 Lack of Background of knowledge and language skills 2

🔑 B267529

G1.B1.S1 Continuation of uninterrupted, 90 minute reading block and utilizing the district adopted SBR program, "McGraw Hill Reading Wonders" 4

🔑 S283406

Strategy Rationale

Students receiving 90 minutes using curriculum that is based on the Florida Standards will be more likely to be proficient in reading.

Action Step 1 5

Collaborating with ELA teachers, the school based RTI coordinator, and the Literacy Leadership team to discuss ideas/strategies to improve reading instruction in the classroom

Person Responsible

Casey Ferguson

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

PLC agendas, Literacy Leadership Team agendas, and discussion notes from meetings

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

Effective Reading Instruction during 90 minute block time

Person Responsible

Casey Ferguson

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

walkthroughs, lesson plans, and classroom student engagement

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

Effective Reading Instruction during 90 minute reading block

Person Responsible

Casey Ferguson

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

2017 FSA results and Exact Path assessments

G1.B1.S2 Strategic placement of 3-5 grade ELA teachers 4

🔑 S283407

Strategy Rationale

Review of FSA courses

Action Step 1 5

Design the master schedule to strategically place teachers with greatest results in 5th grade ELA.

Person Responsible

Kelly Kinley

Schedule

On 5/30/2018

Evidence of Completion

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

Review of the master schedule; classroom walk thrus; GLCs and PLCs

Person Responsible

Kelly Kinley

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Exact Path Assessments; FSA test scores

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

Administrative analysis of student performance and teacher feedback

Person Responsible

Kelly Kinley

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

walkthrough data; formative student assessment results

G1.B1.S3 ELA Monthly PLCs to review data standards and curriculum. 4

🔑 S283408

Strategy Rationale

Intentional planning to reach student deficiencies with greater accuracy and effectiveness

Action Step 1 5

Review FSA and other data to target struggling students and monitor standards comprehension.

Person Responsible

Kelly Kinley

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

Walk throughs; PLC minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Use data to drive instruction including the formation and utilization of flexible groups

Person Responsible

Kelly Kinley

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Exact Path, Achieve 3000, teacher created formatives, Core Connections

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Use data to drive instruction including the formation and utilization of flexible groups

Person Responsible

Kelly Kinley

Schedule

On 5/30/2018

Evidence of Completion

Exact Path, STAR, Achieve 3000, Teacher Designed Formative Assessments, Core Connections

G1.B1.S4 Explicit instruction of roots and affixes, and academic vocabulary. `4`

🔧 S283409

Strategy Rationale

Boost academic achievement by teaching the most common words that intimidate and/or confuse students.

Action Step 1 `5`

Explicit vocabulary instruction in roots and affixes and academic language.

Person Responsible

Casey Ferguson

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

Walk-throughs; Lesson Plan Review; PLC minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Vocabulary instruction across grade levels and curriculums

Person Responsible

Kelly Kinley

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

Student Formative assessment scores; Lesson Plan documentation; Classroom Observations

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Walkthroughs by school administrators

Person Responsible

Kelly Kinley

Schedule

On 5/30/2018

Evidence of Completion

walkthrough data; lesson plan documentation; student work samples

G1.B1.S5 Bottom quartile 4

S283410

Strategy Rationale

bottom quartile

Action Step 1 5

Assigned staff mentors will meet regularly with assigned students and develop a schedule for periodic academic and social mentoring.

Person Responsible

Casey Ferguson

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Staff mentors will keep a mentoring log to record date of interaction and activity type

Person Responsible

Casey Ferguson

Schedule

On 5/30/2018

Evidence of Completion

Mentoring Logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 `7`

Support staff mentors with suggested activities and discussion points

Person Responsible

Casey Ferguson

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Mentoring materials in staff Notebook

G1.B2 Limited vocabulary knowledge, limited integration of knowledge and skills, and limited knowledge and use of conventions `2`

🔑 B267530

G1.B2.S1 Continuation of the use of writing instruction and Learning Focused Strategies: extended reading passages, embedded Florida Standards common practice focus, higher order questioning, and skills to enhance the student's vocabulary `4`

🔑 S283411

Strategy Rationale

Continuation of best practices that support the learning of the standards will help students to become proficient on FSA.

Action Step 1 `5`

Data-Based ELA Instruction paired with research-based instructional practices

Person Responsible

Jennifer Russ

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

walkthroughs, lesson plans, classroom student engagement

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

Effective ELA Instruction during reading block

Person Responsible

Kelly Kinley

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

walkthroughs, lesson plans, classroom student engagement

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

Effective ELA Instruction during reading 90 minute block

Person Responsible

Kelly Kinley

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

2015 FSA results and Discovery Education Assessments

G1.B2.S2 Continue to Integrate the technology resource ERP's from Educators. 4

🔑 S283412

Strategy Rationale

Using this technology resource will allow students to deepen reading comprehension skills leading to improved writing.

Action Step 1 5

Integrate the ERP's reading resource.

Person Responsible

Kelly Kinley

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

FSA and DEA Assessment proficiency

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

Person Responsible

Schedule

Evidence of Completion

G1.B2.S3 Utilize the Achieve 3000 curriculum resource to guide instruction in reading and writing. 4

🔑 S283413

Strategy Rationale

Students need instruction modeled after the FSA style assessment criteria to be successful on the FSA.

Action Step 1 5

Train teachers and implement the use of Achieve 3000 in intermediate classrooms

Person Responsible

Kelly Kinley

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

Teacher use of Achieve 3000 in the classroom; Documented in Lesson Plans and Classroom Walk-throughs

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Implementation of Achieve 3000 in classrooms

Person Responsible

Kelly Kinley

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

FSA; DEA; and classroom formative assessment scores

G2. Students will show an increase in proficiency on the math FSA from 77% to 85%. 1

🔍 G099333

G2.B1 Lack of Math vocabulary and application of math concepts 2

🔍 B267532

G2.B1.S1 Continuation of dedicated 90 minute math block and utilizing the district adopted Go Math! textbook, practice book, and manipulatives with data-based instruction 4

🔍 S283415

Strategy Rationale

Continuation of a 90 minute math block and data-based instruction will help make more students proficient on the 2017 Math FSA.

Action Step 1 5

Effective use of the 90 minute math block using data-based instruction

Person Responsible

Casey Ferguson

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

PLC math minutes, and teacher lesson plans

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

Math Instruction

Person Responsible

Casey Ferguson

Schedule

On 5/30/2018

Evidence of Completion

walkthroughs, lesson plans, student engagement during math block

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

Effective Math Instruction during math block

Person Responsible

Casey Ferguson

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

2018 Math FSA results, Exact Path

G2.B1.S2 Repeated exposure of math vocabulary terms for primary and intermediate grade levels `4`

🔑 S283416

Strategy Rationale

Students need repeated exposure and use of key math vocabulary to successfully complete questions on the FSA Assessment.

Action Step 1 `5`

Repeated vocabulary exposure to students using a variety of methods

Person Responsible

Casey Ferguson

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

Classroom walk-throughs; Lesson plan documentation; School vocabulary displays

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

Periodic review of standards and vocabulary used in those standards combined with lesson plan checks.

Person Responsible

Casey Ferguson

Schedule

On 5/30/2018

Evidence of Completion

Classroom Walk-throughs; School Vocabulary displays; Lesson Plan checks

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

Cross - grade level PLCs will be held to determine needs in vocabulary instruction in math.

Person Responsible

Casey Ferguson

Schedule

Every 3 Weeks, from 8/10/2017 to 5/30/2018

Evidence of Completion

Lesson plan; Classroom formative assessments

G2.B2 Lack of assessments for monitoring bottom quartile students 2

🔑 B267533

G2.B2.S1 Monthly Math PLCs to review standards and data 4

🔑 S283417

Strategy Rationale

Teachers need to be familiar with the standards and what areas lowest quartile students struggle in mastering.

Action Step 1 5

PLCs will be help with Math teachers to review data and standards

Person Responsible

Casey Ferguson

Schedule

Every 3 Weeks, from 8/10/2016 to 5/31/2017

Evidence of Completion

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

PLC developed strategies, data reports, and shared ideas will be used to drive instruction

Person Responsible

Casey Ferguson

Schedule

Every 3 Weeks, from 8/10/2016 to 5/31/2017

Evidence of Completion

District and Classroom Formative Assessment Scores

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

Implementation will be monitored through a PLC schedule, Lesson Plan checks, and walk-throughs.

Person Responsible

Casey Ferguson

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson plans; Walk Through Data; FSA Test Scores

G2.B2.S2 Assign each student in the bottom quartile in math a mentor. `4`

🔑 S283418

Strategy Rationale

Individualized support and attention will help students achieve.

Action Step 1 `5`

All students, including those in the bottom quartile will be mentored by a staff member on a monthly basis.

Person Responsible

Casey Ferguson

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Assigned mentor/mentee pairings list; document mentoring times in mentor log.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 `6`

As teachers mentor students, documentation of mentoring activities will be recorded in the mentor log.

Person Responsible

Casey Ferguson

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Students will show grow on assessments and increased performance in the classroom.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Periodic mentor log checks

Person Responsible

Casey Ferguson

Schedule

Every 6 Weeks, from 8/10/2017 to 5/30/2018

Evidence of Completion

Teachers that have mentored students will record the mentor sessions in the mentor log.

G2.B2.S3 Weekly school wide Math competition 4

🔑 S283419

Strategy Rationale

Students receive practice on basic math skills

Action Step 1 5

Students will complete a weekly, timed math fluency assignment

Person Responsible

Casey Ferguson

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Data sheet used to record percentile scores by classroom teacher/grade level

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Weekly submission of percentile scores will be reviewed in PLC's

Person Responsible

Casey Ferguson

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

scored student fluency tests and submitted percentile scores

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 `7`

Increase Math assessment scores for all grade levels

Person Responsible

Casey Ferguson

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

student assessment score reports

G3. Students will show an increase in proficiency in Science on the Statewide Science Assessment from 70% to 80%. `1`

🔑 G099334

G3.B1 Limited knowledge of real life science exposure `2`

🔑 B267534

G3.B1.S1 Continue to use interactive lab materials and other resources with students `4`

🔑 S283420

Strategy Rationale

Interactive activities will help students understand how science can be applied to real life.

Action Step 1 `5`

Effective Science Instruction using technology resources

Person Responsible

Casey Ferguson

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

walkthrough, lesson plans, student engagement and experiments

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

Classroom usage in 5th grade of 1:1 devices

Person Responsible

Casey Ferguson

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Walkthroughs, Lesson plans

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

Effective Science Instruction using implemented technology

Person Responsible

Casey Ferguson

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

walkthoughs, lesson plans, hands on experiments, 2018 SSA Results

G3.B1.S2 Weekly standards based STEAM activities in media lab. 4

🔑 S283421

Strategy Rationale

Students will have additional exposure to interactive science concepts

Action Step 1 5

Science STEAM Labs in schedule media time.

Person Responsible

Brandi Waddell

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Media Science Lab Schedule; Media Lesson Plan documentation

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

STEAM Lab resources will be provided along with a schedule for class participation

Person Responsible

Brandi Waddell

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Scheduled lab walk-throughs; submission of lab schedule

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

Student science assessment scores for SSA; and classroom formatives

> **Person Responsible**
>
> Casey Ferguson
>
> **Schedule**
>
> Every 6 Weeks, from 8/10/2017 to 5/30/2018
>
> *Evidence of Completion*
>
> Assessment Scores will determine effectiveness and serve as evidence

G3.B1.S3 Monthly guest speakers correlated to curriculum map `4`

🔧 S283422

> **Strategy Rationale**
>
> Students will be exposed to science experts and learn form real-life science professionals which will boost excitement and engagement in science curriculum.

Action Step 1 `5`

Guest Speakers relating to science aligned with curriculum standards

> **Person Responsible**
>
> Casey Ferguson
>
> **Schedule**
>
> Monthly, from 8/10/2017 to 5/30/2018
>
> *Evidence of Completion*
>
> A standards aligned guest speaker schedule to provide one speaker monthly per grade level

Plan to Monitor Fidelity of Implementation of G3.B1.S3 `6`

Teachers will be provided a schedule for guest speakers and assemble with students for the presentation.

Person Responsible

Casey Ferguson

Schedule

Every 3 Weeks, from 9/1/2017 to 5/1/2018

Evidence of Completion

Feedback from teachers regarding effectiveness of speakers and alignment with standards.

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 `7`

The guest speaker schedule will be reviewed during science PLC

Person Responsible

Casey Ferguson

Schedule

Every 3 Weeks, from 9/1/2017 to 5/1/2018

Evidence of Completion

Science formatives and SSA assessments scores

G3.B2 Students are unfamiliar with major science concepts and vocabulary 2

🔑 B267535

G3.B2.S1 Strategic placement of 5th grade science teachers 4

🔑 S283423

Strategy Rationale

Teachers with the greatest understanding and effectiveness in teaching science standards will instruct 5th grade classes.

Action Step 1 5

Designing the master schedule to strategically place most effective science teachers in 5th grade.

Person Responsible

Kelly Kinley

Schedule

On 5/31/2017

Evidence of Completion

The teachers with the highest science scores will be utilized to instruct science to 5th grade tested students.

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

Data from Science FCAT 2016 will be reviewed and teachers selected.

Person Responsible

Kelly Kinley

Schedule

On 5/31/2017

Evidence of Completion

Developed master schedule with science blocks and assigned teachers to 5th grade.

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

Assigned science teachers will monitor student progress using data and lesson development.

Person Responsible

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson plan checks; Classroom walk-throughs.

G3.B2.S2 Science PLCs to review data and share instructional strategies `4`

🔑 S283424

Strategy Rationale

Teachers will have more resources and ideas to better equip students for science mastery.

Action Step 1 `5`

PLCs will be held to discuss student data and share science strategies.

Person Responsible

Casey Ferguson

Schedule

Every 3 Weeks, from 8/10/2016 to 5/31/2017

Evidence of Completion

PLC Schedule with agendas and sign -in sheets

Plan to Monitor Fidelity of Implementation of G3.B2.S2 `6`

Science teachers from all grade levels will attend the PLCs and implemented discussed strategies.

Person Responsible

Casey Ferguson

Schedule

Every 3 Weeks, from 8/10/2016 to 5/31/2017

Evidence of Completion

PLC sign in sheets; Classroom Walk-throughs; Lesson Plan checks

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 `7`

Effectiveness will be determined by instructional practices implemented and students performance on the FCAT Science Assessment.

Person Responsible

Casey Ferguson

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson plans; Walk-through data; Science Assessment scores

G3.B2.S3 Provide a two-week after school camp for struggling science students in the spring. `4`

🔍 S283425

Strategy Rationale

The after school science program will reinforce and review science material presented throughout the year and prepare students for the assessment.

Action Step 1 `5`

Design and host a 2-week after school science camp for struggling students.

Person Responsible

Casey Ferguson

Schedule

Biweekly, from 2/1/2017 to 3/31/2017

Evidence of Completion

Science FCAT 2016 scores; DEA data - 5th grade; teacher recommendations

Plan to Monitor Fidelity of Implementation of G3.B2.S3 `6`

Curriculum will be developed for the science camp; Teachers will be recruited and formative assessments will track student progress.

Person Responsible

Casey Ferguson

Schedule

Biweekly, from 2/1/2017 to 3/31/2017

Evidence of Completion

Science camp schedule; Science camp student attendance/participation

Plan to Monitor Effectiveness of Implementation of G3.B2.S3 `7`

Effectiveness of the After School Science Camp will be determined by 5th grade student performance on the Science FCAT 2017.

Person Responsible

Casey Ferguson

Schedule

On 4/28/2017

Evidence of Completion

Student Science FCAT assessment data

G4. Students and teachers will increase the use of technology in instructional planning and application. 1

🔍 G099335

G4.B1 Not all students have access to 1:1 use of technology 2

🔍 B267536

G4.B1.S1 Provide workable laptops to all 4th & 5th graders and use these laptops daily for instructional purposes. 4

🔍 S283426

Strategy Rationale

Research has shown that students with 1:1 devices are more engaged in learning and show increases in skills mastery.

Action Step 1 5

4th & 5th grade students will be provided laptops and fidelity checks will be conducted to ensure use of this resource in the classroom.

Person Responsible

Brandi Waddell

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

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

Student use of the 1:1 devices

Person Responsible

Brandi Waddell

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Classroom walk-throughs; Lesson plan checks

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

Student assessment results will provide evidence of effectiveness of the 1:1 technology.

Person Responsible

Brandi Waddell

Schedule

Every 6 Weeks, from 8/10/2017 to 5/30/2018

Evidence of Completion

All online, interactive assessments district and state wide

G4.B2 Teachers lack resources and training to use Microsoft 365 `2`

🔑 B267537

G4.B2.S1 Teachers will become familiar with and utilize office 365 to enhance classroom instruction `4`

🔑 S283427

Strategy Rationale

The use of technology enhances student performance and engagement

Action Step 1 `5`

Teachers will be trained and then utilize office 365 in their classrooms.

Person Responsible

Brandi Waddell

Schedule

Monthly, from 8/10/2017 to 3/30/2018

Evidence of Completion

Classroom walk-throughs; lesson plan checks; PLC participation

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Teachers will attend district and school based office 365 Professional Development

Person Responsible

Casey Ferguson

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

PD Sign-in sheets and agendas

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Teacher use of Office 365 technology in the classroom

Person Responsible

Casey Ferguson

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Classroom walk-throughs; Lesson Plan documentation

G5. Parent involvement will increase by 25% from the previous year. 1

🔑 G099336

G5.B1 Time conflicts of scheduled school events and work 2

🔑 B267538

G5.B1.S1 Provide access to activities at various times of the day to accomodate conflicts of work schedules 4

🔑 S283428

Strategy Rationale

When volunteers can assist the school in different ways, parent/volunteer involvement will increase.

Action Step 1 5

Increase Parent/Volunteer Involvement; educate volunteers on BES volunteer expectations

Person Responsible

Jessica Johnston

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

Volunteer Log

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Increase Parent/Volunteer Involvement

Person Responsible

Jessica Johnston

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Volunteer Sign-in System

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 `7`

Increase Parent/Volunteer Involvement

Person Responsible

Magan Holt

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Volunteer Sign-in System

G5.B1.S2 Install, promote, and utilize the REMIND app for school-wide events `4`

🔑 S283429

Strategy Rationale

Parents will get notices on their technology devices of upcoming school events/annoucements

Action Step 1 `5`

Install and use the REMIND app

Person Responsible

Brandi Waddell

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Parent notifications of school events

Plan to Monitor Fidelity of Implementation of G5.B1.S2 `6`

Remind App will be used to provide info to parents about events on the school calendar

> **Person Responsible**
>
> Brandi Waddell
>
> **Schedule**
>
> Daily, from 8/10/2017 to 8/10/2017
>
> ***Evidence of Completion***
>
> Parent involvement data at school wide events

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 `7`

Parents will be surveyed regarding the value of the REMIND app

> **Person Responsible**
>
> Jessica Johnston
>
> **Schedule**
>
> On 5/30/2018
>
> ***Evidence of Completion***
>
> Parent survey response regarding use and value of the app

G5.B2 Language barrier 2

🔑 B267539

G5.B2.S1 Provide translator on site at the school to provide information to the parents at various activities. 4

🔑 S283430

Strategy Rationale

Having a translator will encourage and enable parent communication.

Action Step 1 5

Increase Parent Involvement by providing translator for parents

Person Responsible

Casey Ferguson

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Parent sign in sheets

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Increase Parent Involvement by utilizing translator

Person Responsible

Casey Ferguson

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Parent sign in sheets

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 `7`

Increase Parent Involvement by utilizing translator

Person Responsible

Casey Ferguson

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Parent sign in sheets

G6. The number of unexcused absences in our student body will decrease by 5%. `1`
🔑 G099337

G6.B1 Students have limited control getting to school each day. `2`
🔑 B267540

G6.B1.S1 Continue to use the Positive Behavior Support system to create a learning environment where students value attendance by rewarding students with perfect attendance.Students will also be referred to Youth and Family Alternatives, Inc, parent contacts, and Child Study Teams will be conducted to help decrease absences. `4`
🔑 S283431

Strategy Rationale

Lack of attendance is due to lack of support. Families that can receive support from Youth and Family Alternatives, Inc. and feel like they have a partnership with the school will be more likely to send their children to school.

Action Step 1 `5`

Utilize Skyward to determine weekly perfect attendance.

Person Responsible

Casey Ferguson

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Skyward

Plan to Monitor Fidelity of Implementation of G6.B1.S1 `6`

PBS Rewards provided to students weekly and parents quarterly for perfect attendance

Person Responsible

Casey Ferguson

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Skyward

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 `7`

The number of students who have excessive unexcused absences will decrease by 20%.

Person Responsible

Casey Ferguson

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Skyward

G7. Students will show a 10% decrease in discipline incidents. 1

🔍 G099338

G7.B1 Student infractions with other students 2

🔍 B267541

G7.B1.S1 Student familiarity with the Code of Conduct 4

🔍 S283432

Strategy Rationale

Students will understand rules and consequences

Action Step 1 5

Review of District and School-wide Expectations

Person Responsible

Jessica Johnston

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Lesson plan documentation; PBS Reward system

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Completion of Expectations Review schedule in each classroom

Person Responsible

Jessica Johnston

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 `7`

The number of discipline referrals

Person Responsible

Casey Ferguson

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

The number of students receiving no discipline referrals

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.B2.S2.MA1 M416244	[no content entered]		No Start Date		No End Date one-time
G1.B2.S1.MA1 M416242	Effective ELA Instruction during reading 90 minute block	Kinley, Kelly	8/10/2015	2015 FSA results and Discovery Education Assessments	5/27/2016 weekly
G1.B2.S1.MA1 M416243	Effective ELA Instruction during reading block	Kinley, Kelly	8/10/2015	walkthroughs, lesson plans, classroom student engagement	5/27/2016 weekly
G5.B2.S1.MA1 M416280	Increase Parent Involvement by utilizing translator	Ferguson, Casey	8/10/2015	Parent sign in sheets	5/27/2016 daily
G5.B2.S1.MA1 M416281	Increase Parent Involvement by utilizing translator	Ferguson, Casey	8/10/2015	Parent sign in sheets	5/27/2016 daily
G5.B2.S1.A1 A382644	Increase Parent Involvement by providing translator for parents	Ferguson, Casey	8/10/2015	Parent sign in sheets	5/27/2016 daily
G3.B2.S3.MA1 M416269	Curriculum will be developed for the science camp; Teachers will be recruited and formative...	Ferguson, Casey	2/1/2017	Science camp schedule; Science camp student attendance/participation	3/31/2017 biweekly
G3.B2.S3.A1 A382639	Design and host a 2-week after school science camp for struggling students.	Ferguson, Casey	2/1/2017	Science FCAT 2016 scores; DEA data - 5th grade; teacher recommendations	3/31/2017 biweekly
G3.B2.S3.MA1 M416268	Effectiveness of the After School Science Camp will be determined by 5th grade student performance...	Ferguson, Casey	2/1/2017	Student Science FCAT assessment data	4/28/2017 one-time
G1.B2.S1.A1 A382626	Data-Based ELA Instruction paired with research-based instructional practices	Russ, Jennifer	8/10/2016	walkthroughs, lesson plans, classroom student engagement	5/31/2017 daily
G2.B2.S1.MA1 M416251	Implementation will be monitored through a PLC schedule, Lesson Plan checks, and walk-throughs.	Ferguson, Casey	8/10/2016	Lesson plans; Walk Through Data; FSA Test Scores	5/31/2017 weekly
G2.B2.S1.MA1 M416252	PLC developed strategies, data reports, and shared ideas will be used to drive instruction	Ferguson, Casey	8/10/2016	District and Classroom Formative Assessment Scores	5/31/2017 every-3-weeks
G2.B2.S1.A1 A382631	PLCs will be help with Math teachers to review data and standards	Ferguson, Casey	8/10/2016		5/31/2017 every-3-weeks
G3.B2.S1.MA1 M416264	Assigned science teachers will monitor student progress using data and lesson development.		8/10/2016	Lesson plan checks; Classroom walk-throughs.	5/31/2017 weekly
G3.B2.S1.MA1 M416265	Data from Science FCAT 2016 will be reviewed and teachers selected.	Kinley, Kelly	8/10/2016	Developed master schedule with science blocks and assigned teachers to 5th grade.	5/31/2017 one-time
G3.B2.S1.A1 A382637	Designing the master schedule to strategically place most effective science teachers in 5th grade.	Kinley, Kelly	8/10/2016	The teachers with the highest science scores will be utilized to instruct science to 5th grade tested students.	5/31/2017 one-time
G1.B2.S2.A1 A382627	Integrate the ERP's reading resource.	Kinley, Kelly	8/10/2016	FSA and DEA Assessment proficiency	5/31/2017 biweekly
G3.B2.S2.MA1 M416266	Effectiveness will be determined by instructional practices implemented and students performance on...	Ferguson, Casey	8/10/2016	Lesson plans; Walk-through data; Science Assessment scores	5/31/2017 monthly
G3.B2.S2.MA1 M416267	Science teachers from all grade levels will attend the PLCs and implemented discussed strategies.	Ferguson, Casey	8/10/2016	PLC sign in sheets; Classroom Walk-throughs; Lesson Plan checks	5/31/2017 every-3-weeks
G3.B2.S2.A1 A382638	PLCs will be held to discuss student data and share science strategies.	Ferguson, Casey	8/10/2016	PLC Schedule with agendas and sign - in sheets	5/31/2017 every-3-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S3.MA1 M416245	Implementation of Achieve 3000 in classrooms	Kinley, Kelly	8/10/2016	FSA; DEA; and classroom formative assessment scores	5/31/2017 weekly
G1.B2.S3.A1 A382628	Train teachers and implement the use of Achieve 3000 in intermediate classrooms	Kinley, Kelly	8/10/2016	Teacher use of Achieve 3000 in the classroom; Documented in Lesson Plans and Classroom Walk-throughs	5/31/2017 daily
G5.B1.S2.MA1 M416279	Remind App will be used to provide info to parents about events on the school calendar	Waddell, Brandi	8/10/2017	Parent involvement data at school wide events	8/10/2017 daily
G4.B2.S1.A1 A382641	Teachers will be trained and then utilize office 365 in their classrooms.	Waddell, Brandi	8/10/2017	Classroom walk-throughs; lesson plan checks; PLC participation	3/30/2018 monthly
G3.B1.S3.MA1 M416262	The guest speaker schedule will be reviewed during science PLC	Ferguson, Casey	9/1/2017	Science formatives and SSA assessments scores	5/1/2018 every-3-weeks
G3.B1.S3.MA1 M416263	Teachers will be provided a schedule for guest speakers and assemble with students for the...	Ferguson, Casey	9/1/2017	Feedback from teachers regarding effectiveness of speakers and alignment with standards.	5/1/2018 every-3-weeks
G1.MA1 M416246	Effective ELA Instruction during reading block	Kinley, Kelly	8/10/2017	2018 FSA results and Exact Path assessment	5/30/2018 quarterly
G2.MA1 M416257	Effective math Instruction during math block	Ferguson, Casey	8/10/2017	2018 FSA Math, Exact Path	5/30/2018 quarterly
G3.MA1 M416270	Effective Science Instruction	Ferguson, Casey	8/10/2017	walkthroughs, lesson plans, hands on experiments, science journals, 2 column notes	5/30/2018 weekly
G4.MA1 M416275	Student assessment data will be collected and monitored to establish effectiveness of 1:1...	Waddell, Brandi	8/10/2017	Student district and classroom formative assessment results.	5/30/2018 every-6-weeks
G5.MA1 M416282	Increase of parent Involvement	Holt, Magan	8/10/2017	Volunteer Sign-In System	5/30/2018 quarterly
G6.MA1 M416285	The number of students who have excessive unexcused absences will decrease by 20%.	Ferguson, Casey	8/10/2017	Skyward	5/30/2018 quarterly
G7.MA1 M416288	Student behavioral data	Johnston, Jessica	8/10/2017	Skyward reports, minor behavior & bus referrals	5/30/2018 weekly
G1.B1.S1.MA1 M416232	Effective Reading Instruction during 90 minute reading block	Ferguson, Casey	8/10/2017	2017 FSA results and Exact Path assessments	5/30/2018 daily
G1.B1.S1.MA1 M416233	Effective Reading Instruction during 90 minute block time	Ferguson, Casey	8/10/2017	walkthroughs, lesson plans, and classroom student engagement	5/30/2018 daily
G1.B1.S1.A1 A382621	Collaborating with ELA teachers, the school based RTI coordinator, and the Literacy Leadership team...	Ferguson, Casey	8/10/2017	PLC agendas, Literacy Leadership Team agendas, and discussion notes from meetings	5/30/2018 weekly
G2.B1.S1.MA1 M416247	Effective Math Instruction during math block	Ferguson, Casey	8/10/2017	2018 Math FSA results, Exact Path	5/30/2018 daily
G2.B1.S1.MA1 M416248	Math Instruction	Ferguson, Casey	8/10/2017	walkthroughs, lesson plans, student engagement during math block	5/30/2018 one-time
G2.B1.S1.A1 A382629	Effective use of the 90 minute math block using data-based instruction	Ferguson, Casey	8/10/2017	PLC math minutes, and teacher lesson plans	5/30/2018 daily
G3.B1.S1.MA1 M416258	Effective Science Instruction using implemented technology	Ferguson, Casey	8/10/2017	walkthoughs, lesson plans, hands on experiments, 2018 SSA Results	5/30/2018 weekly
G3.B1.S1.MA1 M416259	Classroom usage in 5th grade of 1:1 devices	Ferguson, Casey	8/10/2017	Walkthroughs, Lesson plans	5/30/2018 weekly
G3.B1.S1.A1 A382634	Effective Science Instruction using technology resources	Ferguson, Casey	8/10/2017	walkthrough, lesson plans, student engagement and experiments	5/30/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.MA1 M416271	Student assessment results will provide evidence of effectiveness of the 1:1 technology.	Waddell, Brandi	8/10/2017	All online, interactive assessments district and state wide	5/30/2018 every-6-weeks
G4.B1.S1.MA1 M416272	Student use of the 1:1 devices	Waddell, Brandi	8/10/2017	Classroom walk-throughs; Lesson plan checks	5/30/2018 weekly
G4.B1.S1.A1 A382640	4th & 5th grade students will be provided laptops and fidelity checks will be conducted to ensure...	Waddell, Brandi	8/10/2017		5/30/2018 weekly
G4.B2.S1.MA1 M416273	Teacher use of Office 365 technology in the classroom	Ferguson, Casey	8/10/2017	Classroom walk-throughs; Lesson Plan documentation	5/30/2018 weekly
G4.B2.S1.MA1 M416274	Teachers will attend district and school based office 365 Professional Development	Ferguson, Casey	8/10/2017	PD Sign-in sheets and agendas	5/30/2018 quarterly
G5.B1.S1.MA1 M416276	Increase Parent/Volunteer Involvement	Holt, Magan	8/10/2017	Volunteer Sign-in System	5/30/2018 weekly
G5.B1.S1.MA1 M416277	Increase Parent/Volunteer Involvement	Johnston, Jessica	8/10/2017	Volunteer Sign-in System	5/30/2018 monthly
G5.B1.S1.A1 A382642	Increase Parent/Volunteer Involvement; educate volunteers on BES volunteer expectations	Johnston, Jessica	8/10/2017	Volunteer Log	5/30/2018 daily
G6.B1.S1.MA1 M416283	The number of students who have excessive unexcused absences will decrease by 20%.	Ferguson, Casey	8/10/2017	Skyward	5/30/2018 quarterly
G6.B1.S1.MA1 M416284	PBS Rewards provided to students weekly and parents quarterly for perfect attendance	Ferguson, Casey	8/10/2017	Skyward	5/30/2018 quarterly
G6.B1.S1.A1 A382645	Utilize Skyward to determine weekly perfect attendance.	Ferguson, Casey	8/10/2017	Skyward	5/30/2018 weekly
G7.B1.S1.MA1 M416286	The number of discipline referrals	Ferguson, Casey	8/10/2017	The number of students receiving no discipline referrals	5/30/2018 quarterly
G7.B1.S1.MA1 M416287	Completion of Expectations Review schedule in each classroom	Johnston, Jessica	8/10/2017	Lesson Plans	5/30/2018 weekly
G7.B1.S1.A1 A382646	Review of District and School-wide Expectations	Johnston, Jessica	8/10/2017	Lesson plan documentation; PBS Reward system	5/30/2018 weekly
G1.B1.S2.MA1 M416234	Administrative analysis of student performance and teacher feedback	Kinley, Kelly	8/10/2017	walkthrough data; formative student assessment results	5/30/2018 quarterly
G1.B1.S2.MA1 M416235	Review of the master schedule; classroom walk thrus; GLCs and PLCs	Kinley, Kelly	8/10/2017	Exact Path Assessments; FSA test scores	5/30/2018 weekly
G1.B1.S2.A1 A382622	Design the master schedule to strategically place teachers with greatest results in 5th grade ELA.	Kinley, Kelly	8/10/2017		5/30/2018 one-time
G2.B1.S2.MA1 M416249	Cross - grade level PLCs will be held to determine needs in vocabulary instruction in math.	Ferguson, Casey	8/10/2017	Lesson plan; Classroom formative assessments	5/30/2018 every-3-weeks
G2.B1.S2.MA1 M416250	Periodic review of standards and vocabulary used in those standards combined with lesson plan...	Ferguson, Casey	8/10/2017	Classroom Walk-throughs; School Vocabulary displays; Lesson Plan checks	5/30/2018 one-time
G2.B1.S2.A1 A382630	Repeated vocabulary exposure to students using a variety of methods	Ferguson, Casey	8/10/2017	Classroom walk-throughs; Lesson plan documentation; School vocabulary displays	5/30/2018 daily
G2.B2.S2.MA1 M416253	Periodic mentor log checks	Ferguson, Casey	8/10/2017	Teachers that have mentored students will record the mentor sessions in the mentor log.	5/30/2018 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S2.MA1 M416254	As teachers mentor students, documentation of mentoring activities will be recorded in the mentor...	Ferguson, Casey	8/10/2017	Students will show grow on assessments and increased performance in the classroom.	5/30/2018 monthly
G2.B2.S2.A1 A382632	All students, including those in the bottom quartile will be mentored by a staff member on a...	Ferguson, Casey	8/10/2017	Assigned mentor/mentee pairings list; document mentoring times in mentor log.	5/30/2018 monthly
G3.B1.S2.MA1 M416260	Student science assessment scores for SSA; and classroom formatives	Ferguson, Casey	8/10/2017	Assessment Scores will determine effectiveness and serve as evidence	5/30/2018 every-6-weeks
G3.B1.S2.MA1 M416261	STEAM Lab resources will be provided along with a schedule for class participation	Waddell, Brandi	8/10/2017	Scheduled lab walk-throughs; submission of lab schedule	5/30/2018 weekly
G5.B1.S2.MA1 M416278	Parents will be surveyed regarding the value of the REMIND app	Johnston, Jessica	8/10/2017	Parent survey response regarding use and value of the app	5/30/2018 one-time
G5.B1.S2.A1 A382643	Install and use the REMIND app	Waddell, Brandi	8/10/2017	Parent notifications of school events	5/30/2018 weekly
G1.B1.S3.MA1 M416236	Use data to drive instruction including the formation and utilization of flexible groups	Kinley, Kelly	8/10/2017	Exact Path, STAR, Achieve 3000, Teacher Designed Formative Assessments, Core Connections	5/30/2018 one-time
G1.B1.S3.MA1 M416237	Use data to drive instruction including the formation and utilization of flexible groups	Kinley, Kelly	8/10/2017	Exact Path, Achieve 3000, teacher created formatives, Core Connections	5/30/2018 weekly
G1.B1.S3.A1 A382623	Review FSA and other data to target struggling students and monitor standards comprehension.	Kinley, Kelly	8/10/2017	Walk throughs; PLC minutes	5/30/2018 daily
G2.B2.S3.MA1 M416255	Increase Math assessment scores for all grade levels	Ferguson, Casey	8/10/2017	student assessment score reports	5/30/2018 weekly
G2.B2.S3.MA1 M416256	Weekly submission of percentile scores will be reviewed in PLC's	Ferguson, Casey	8/10/2017	scored student fluency tests and submitted percentile scores	5/30/2018 monthly
G2.B2.S3.A1 A382633	Students will complete a weekly, timed math fluency assignment	Ferguson, Casey	8/10/2017	Data sheet used to record percentile scores by classroom teacher/grade level	5/30/2018 weekly
G3.B1.S3.A1 A382636	Guest Speakers relating to science aligned with curriculum standards	Ferguson, Casey	8/10/2017	A standards aligned guest speaker schedule to provide one speaker monthly per grade level	5/30/2018 monthly
G1.B1.S4.MA1 M416238	Walkthroughs by school administrators	Kinley, Kelly	8/10/2017	walkthrough data; lesson plan documentation; student work samples	5/30/2018 one-time
G1.B1.S4.MA1 M416239	Vocabulary instruction across grade levels and curriculums	Kinley, Kelly	8/10/2017	Student Formative assessment scores; Lesson Plan documentation; Classroom Observations	5/30/2018 daily
G1.B1.S4.A1 A382624	Explicit vocabulary instruction in roots and affixes and academic language.	Ferguson, Casey	8/10/2017	Walk-throughs; Lesson Plan Review; PLC minutes	5/30/2018 daily
G1.B1.S5.MA1 M416240	Support staff mentors with suggested activities and discussion points	Ferguson, Casey	8/10/2017	Mentoring materials in staff Notebook	5/30/2018 quarterly
G1.B1.S5.MA1 M416241	Staff mentors will keep a mentoring log to record date of interaction and activity type	Ferguson, Casey	8/10/2017	Mentoring Logs	5/30/2018 one-time
G1.B1.S5.A1 A382625	Assigned staff mentors will meet regularly with assigned students and develop a schedule for...	Ferguson, Casey	8/10/2017		5/30/2018 monthly
G3.B1.S2.A1 A382635	Science STEAM Labs in schedule media time.	Waddell, Brandi	8/10/2017	Media Science Lab Schedule; Media Lesson Plan documentation	5/31/2018 weekly

V. Professional Development Opportunities

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

G1. Students will show an increase in ELA proficiency on the FSA from 62% to 70%.

G1.B1 Lack of Background of knowledge and language skills

G1.B1.S1 Continuation of uninterrupted, 90 minute reading block and utilizing the district adopted SBR program, "McGraw Hill Reading Wonders"

PD Opportunity 1

Collaborating with ELA teachers, the school based RTI coordinator, and the Literacy Leadership team to discuss ideas/strategies to improve reading instruction in the classroom

Facilitator

Assistant Principal & RTI/Testing Coordinator

Participants

Reading Teachers

Schedule

Weekly, from 8/10/2017 to 5/30/2018

G1.B2 Limited vocabulary knowledge, limited integration of knowledge and skills, and limited knowledge and use of conventions

G1.B2.S1 Continuation of the use of writing instruction and Learning Focused Strategies: extended reading passages, embedded Florida Standards common practice focus, higher order questioning, and skills to enhance the student's vocabulary

PD Opportunity 1

Data-Based ELA Instruction paired with research-based instructional practices

Facilitator

Administration/District Office

Participants

Teachers

Schedule

Daily, from 8/10/2016 to 5/31/2017

G2. Students will show an increase in proficiency on the math FSA from 77% to 85%.

G2.B1 Lack of Math vocabulary and application of math concepts

G2.B1.S1 Continuation of dedicated 90 minute math block and utilizing the district adopted Go Math! textbook, practice book, and manipulatives with data-based instruction

PD Opportunity 1

Effective use of the 90 minute math block using data-based instruction

Facilitator

Assistant Principal

Participants

Math Teachers

Schedule

Daily, from 8/10/2017 to 5/30/2018

G4. Students and teachers will increase the use of technology in instructional planning and application.

G4.B2 Teachers lack resources and training to use Microsoft 365

G4.B2.S1 Teachers will become familiar with and utilize office 365 to enhance classroom instruction

PD Opportunity 1

Teachers will be trained and then utilize office 365 in their classrooms.

Facilitator

District Technology Coordinator

Participants

Teachers

Schedule

Monthly, from 8/10/2017 to 3/30/2018

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	Collaborating with ELA teachers, the school based RTI coordinator, and the Literacy Leadership team to discuss ideas/strategies to improve reading instruction in the classroom	$0.00
2	G1.B1.S2.A1	Design the master schedule to strategically place teachers with greatest results in 5th grade ELA.	$0.00
3	G1.B1.S3.A1	Review FSA and other data to target struggling students and monitor standards comprehension.	$0.00
4	G1.B1.S4.A1	Explicit vocabulary instruction in roots and affixes and academic language.	$0.00
5	G1.B1.S5.A1	Assigned staff mentors will meet regularly with assigned students and develop a schedule for periodic academic and social mentoring.	$0.00
6	G1.B2.S1.A1	Data-Based ELA Instruction paired with research-based instructional practices	$0.00
7	G1.B2.S2.A1	Integrate the ERP's reading resource.	$0.00
8	G1.B2.S3.A1	Train teachers and implement the use of Achieve 3000 in intermediate classrooms	$0.00
9	G2.B1.S1.A1	Effective use of the 90 minute math block using data-based instruction	$0.00
10	G2.B1.S2.A1	Repeated vocabulary exposure to students using a variety of methods	$0.00
11	G2.B2.S1.A1	PLCs will be help with Math teachers to review data and standards	$0.00
12	G2.B2.S2.A1	All students, including those in the bottom quartile will be mentored by a staff member on a monthly basis.	$0.00
13	G2.B2.S3.A1	Students will complete a weekly, timed math fluency assignment	$0.00
14	G3.B1.S1.A1	Effective Science Instruction using technology resources	$0.00
15	G3.B1.S2.A1	Science STEAM Labs in schedule media time.	$0.00
16	G3.B1.S3.A1	Guest Speakers relating to science aligned with curriculum standards	$0.00
17	G3.B2.S1.A1	Designing the master schedule to strategically place most effective science teachers in 5th grade.	$0.00
18	G3.B2.S2.A1	PLCs will be held to discuss student data and share science strategies.	$0.00
19	G3.B2.S3.A1	Design and host a 2-week after school science camp for struggling students.	$0.00
20	G4.B1.S1.A1	4th & 5th grade students will be provided laptops and fidelity checks will be conducted to ensure use of this resource in the classroom.	$0.00
21	G4.B2.S1.A1	Teachers will be trained and then utilize office 365 in their classrooms.	$0.00
22	G5.B1.S1.A1	Increase Parent/Volunteer Involvement; educate volunteers on BES volunteer expectations	$0.00
23	G5.B1.S2.A1	Install and use the REMIND app	$0.00

24	G5.B2.S1.A1	Increase Parent Involvement by providing translator for parents	$0.00
25	G6.B1.S1.A1	Utilize Skyward to determine weekly perfect attendance.	$0.00
26	G7.B1.S1.A1	Review of District and School-wide Expectations	$0.00
		Total:	$0.00