Clay County Schools

Charles E. Bennett Elementary School

2017-18 Schoolwide Improvement Plan

Charles E. Bennett Elementary School

1 S OAKRIDGE AVE, Green Cove Springs, FL 32043

http://ceb.oneclay.net

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-6	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	34%

School Grades History

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

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 Clay 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 Charles E. Bennett Elementary School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

At Charles E. Bennett Elementary our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

b. Provide the school's vision statement.

Charles E. Bennett Elementary exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

2. School Environment

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

CEB learns about students' cultures and builds relationships between teachers and students by hosting family involvement events each month. Each involvement activity is content based and theme driven to engage families, and build relationships between teachers and students. Conference nights, held twice a year and throughout the year as needed, also offer an opportunity for teachers to learn about student's cultures. Community-based outreach programs through local churches offer opportunities to provide resources for families and teachers.

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

Students can visit the guidance counselors to discuss issues and ensure they are feeling safe and respected at all times. If a child is feeling bullied by another student they can fill out a bully slip and administration and guidance counselors will address to ensure all students are feeling respected while they are at school. In the Title 1 compact, that is reviewed with parents and students, there is a statement that addresses safety and respect. The students are encouraged to tell an adult if they feel that someone is not upholding those rights. Throughout the year local community groups, such as the Green Cove Police Department and Green Cove Fire Department, are invited to CEB to present to the students regarding varying issues.

CEB has implemented the CHAMPs program school-wide. CHAMPs is a proactive and positive approach to discipline and classroom management. Each teacher has an area of the classroom dedicated to a CHAMPs board where the following expectations are posted for each activity and transition> Conversation, Help, Activity, Movement, Participation. CHAMPs is also implemented in all common areas like the cafeteria, hallways, resource and on the playground.

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.

CEB's HIVE PRIDE Guidelines are a school wide program that implements positive behavior reinforcement to ensure a safe school environment. Each nine weeks there is a HIVE PRIDE award winner from each class. These students receive recognition and have their handprint displayed on the cafeteria wall.

To reinforce the CHAMPs program, students receive tickets when they are caught following the CHAMPs expectations. These tickets are given out by any adult on campus. Every day a ticket winner is chosen from grades K-2 and 3-6. These students are announced in the morning and recognized on the news. The students receive a small prize and join the administration for a breakfast of CHAMPions at the end of the month.

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.

Guidance counselors are readily available to meet with students regarding social-emotional needs. In addition, Teacher, student and parental input is given on a daily basis to support the student. Clay Behavioral is available for students that qualify for counseling services. The ELA curriculum, Making Meaning and Being a Writer, builds social skills into lessons to support student interactions with one another. Teachers work to incorporate the Social Emotional Learning Competencies in all content areas.

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.

At interim and report card time sixth grade students are evaluated and flagged if they fall into two of these four listed categories. After being identified parents will be contacted and there will be a parent conference and an action plan developed in conjunction with the parent. These students that have been identified will be monitored throughout the year at the designated interim and report card times.

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	2	1	3	1	7	18	17	0	0	0	0	0	0	49
One or more suspensions	0	1	3	1	1	7	12	0	0	0	0	0	0	25
Course failure in ELA or Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	7	14	12	0	0	0	0	0	0	33
	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	
	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	2	1	3	7	0	18	17	0	0	0	0	0	0	48

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

Students in EWS are offered free tutoring opportunities that will provide additional support.
We also have behavior plans to monitor and improve behavior that may be interfering with academic progress.

Add things from back of the EWS sheet

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/446478.

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 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 is addressed in the PIP.

In addition to what is addressed in our Title I PIP, CEB fosters relationships through community involvement with Hibernia Church, Hickory Grove Baptist Church, Magnolia Women's Club, Elk's Lodge, St. Catherine's Catholic Church, Green Cove Springs Women's Club, River Christian Church, and the Tax Collector's Office. These community organizations provide resources such as food, clothing, and school supplies that our students might not otherwise have. CEB recognizes these partnerships with a spring Thank you Luncheon.

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
Lawson, Sarah	Principal
Miller, Ann	Teacher, K-12
O'Brien, Jennifer	Teacher, K-12
O'Donnell, Caitlin	Teacher, K-12
Carter, Amber	Teacher, K-12
Ivey, Kelsey	Teacher, K-12
Carrigan, Megan	Teacher, K-12
Comer, Terri	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 function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-2 PMRN, 3-12 Performance Matters benchmark assessments, and formal assessments such as FSA and high school EOCs. The principal is the leader of the meeting. Assistant principals attend the meetings in a support role for the principal. The reading/intervention coach serves to suggest effective interventions for Tier 1 instructional needs. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

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.

All K-10 and level 1 & 2 11th and 12th grade students will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Coaches are in place at each school and will focus upon supporting quality Tier 1 instruction in all content areas. Administrators will meet monthly with all grade level/content area teams. At these monthly meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level / course expectations. These monthly meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs.

Title I: Charles E. Bennett Elementary offers intensive academic classes to all students who are performing below grade level. Outside the regular scheduled school day, tutoring services are provided to ensure students requiring additional remediation are assisted.

Title I, Part C Migrant: Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title II: District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instruction strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title III: Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X Homeless: District Social Worker provides resources (clothing, tutoring, school supplies, social services, referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

SAI: SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers. SAI funds will be used to expand the summer program to all Level 2 students.

Violence Prevention Programs: CEB's PRIDE Guidelines are a school wide program that implements positive behavior reinforcement to ensure a safe school environment. Students can earn PRIDE referrals to note positive decision making, along with a PRIDE award winner from each class, each nine weeks. To enure safety within the cafeteria they have implemented additional guidelines that are posted up at all times.

Nutritional Program: CEB allows all children grades K-6 access to breakfast and lunch through the Community Eligibility Program (CEP), which is a federally funded program based on various community indicators. Charles E. Bennett Elementary is an 100% CEP provider. In addition, through federal funding Charles E. Bennett offers a summer feeding program. This program allows any person to the age of 18 to eat breakfast and lunch free of charge.

Head Start: A Head Start program is offered in Green Cove Springs. Students entering from this program are well prepared for kindergarten and beyond.

Adult Education: Parents are invited to participate in all classes offered under the district's Adult Education Program.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Teber Pyles (tebar@degomer.com)	Parent
Leah Keeley (leah.keeley@myoneclay.net)	Teacher
Rick Rivers (arthur.rivers@myoneclay.net	Parent
Jennifer Edwards (jehomefinder@gmail.com	Parent
Terri Comer (terri.comer@myoneclay.net)	Teacher
Meshell Harris	Teacher
Sarah Lawson	Principal
Colin Edwards	Student
	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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

As we reviewed last year's plan we evaluated the goals that were set. It was clear that creating general goals, utilizing specific strategies, was a better option than assigning a specific % goal. The data was not readily available to compare, so more evaluation was done on the verbiage of last year's goals and how we are continuing to improve this coming year. After having viewed last years plan and looking at the data, we realized that our plan was not focused on the appropriate area of need.

b. Development of this school improvement plan

Our mission is to work collaboratively with all stakeholders to set goals that are challenging and rewarding for all children. Members of SAC will review the plan. As a collaborative group including all stakeholders, we will discuss the option to add or omit any information or goals within the plan.

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

Discussion of budget included the use of funds for Bees in Action tutoring, along with increasing classroom libraries.
There is no funding specifically under the school improvement plan for the 2017-2018 school year.

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

There is no funding specifically allocated under the school improvement plan in 2017-2018.

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
Comer, Terri	Teacher, K-12
Hahn, Joanna	Teacher, K-12
O'Brien, Jennifer	Teacher, K-12
Dufford, Brenda	Teacher, K-12
Buckler, Valerie	Teacher, K-12
Angers, Jan	Teacher, K-12
Davis, Kim	Teacher, K-12
Selby, Lynda	Teacher, K-12

b. Duties

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

Major initiatives this year will include the school's plan to continue the implementation of Florida Standards K-6. . Teachers will specifically look at the target initiatives of the District and School. These include: writing in response to text across the subject areas, grading student responses using

a rubric, analyzing text for complexity and identifying implications for instruction at all grade levels. CEB will continue to utilize the Framework for Targeted and Intentional Teaching based on the work of Fisher and Frey. The Collaborative Classroom model will be implemented in the LLT classrooms, with the guidance of the Model Coach.

The members of this leadership team serve as learning labs from which other teachers and educators can learn and grow.

D. Public and Collaborative Teaching

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

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Each Wednesday, one hour of collaborative planning time is integrated into teachers' schedules. PLC time allows for teachers to collaborate and plan instruction, analyze data, and plan for remediation. These PLCs encourage teachers to support one another and create a positive working environment.

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

Interviews are held with candidates to ensure a good match with grade levels and with expectations for our faculty. New teachers are assigned a mentor and have regular meetings with administration to ensure success. The district also provides new teachers a coach and our school has two Title I Coaches specifically assigned to support new teachers.

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

Teachers are matched with trained teacher leaders in the school to serve as mentors. Mentors are paired according to school level (primary, intermediate). New teachers are given additional support through PLC's and team meetings. Each new teacher is also assigned a Title I Coach and has the opportunity to work through coaching cycles to gain experience, knowledge and support.

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.

Using PLC logs ensure that teachers are collaborating and reflecting on instructional programs that align with Florida's standards. District developed curriculum maps that align with Florida's standards are integrated into professional development activities. In addition to weekly PLC meetings, all instructional personnel are provided monthly professional development focused on "Making Student Thinking Visible" by Ron Ritchart and David Perkins. The Making Meaning reading program and the Being a Writer program is aligned with Florida's standards and has been implemented in K-5 classrooms during an 170 minute literacy block, with an uninterrupted 90 minute period.

Learning Walks are conducted by the administrators regularly. These walks help to provide a snapshot into classrooms that allow administrators to determine if the Florida Standards as well as the Collaborative Classroom Principles.

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.

After analyzing 2017 FSA data to identify students' areas of need, intensive classes were created with reduced number of students. Through PLCs teachers will develop assessments with specific learning goals for each student. Assessment results will be analyzed within the PLC to determine the effectiveness of the strategies implemented during the lessons, and collaboratively adjustments will be made to instruction. Benchmark assessment data (iReady, Performance Matters, FLKRS, SIPPS and Phonics for Reading) will be used during 3/year data chats to flag students that are not progressing and need remediated instruction. During these meetings there will also be evaluation of programs that can be implemented to support students who have not reached proficiency. Title I teachers, parapros and administration meet on a regular basis to review current progress of students identified as needing additional academic support.

After being identified as a low performing school, a turn around team from the district office assisted teachers within third through sixth grades. Teachers participated in unpacking the standards to better understand testing items. In addition, an analysis of student's iReady diagnostic will be evaluated for further remediation.

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: 3,150

The Title I Extended Day STEM Project will be for the students at Charles E. Bennett elementary grades third through sixth, as identified by the 2016-2017 FSA test, needing 6 points or less to make a gain will be invited for a grade level module of arear stations that will incorporate STEM activities along with reading and math. Teachers will will facilitate hands-on activities and IReady labs for student support.

Strategy Rationale

The Title I Extended Day STEM Project allows for consistent remedial and enrichment opportunities throughout the year. The Monday, Thursday schedule will allow tutors to expand on ideas that span the curriculum maps. Students that qualify for tutoring will get the consistent support that is needed to make gains.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Comer, Terri, terri.comer@myoneclay.net

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

After analyzing 2017 FSA data and iReady Diagnostic to identify students' weaknesses, Tutors (teachers) will develop Student Learning Plans with specific learning goals for each student. Tutors will discuss identified students' academic needs with the homeroom teachers to ensure areas of struggle are targeted for each student. To determine the effectiveness of the strategies implemented during the tutoring sessions, a pre and post assessment through iReady Diagnostic will be given to the students. In addition, students who receive tutoring will be tracked to see if improvement is evident on the FSA.

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, §
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.

Two area preschools have students who transition into Charles E. Bennett Elementary plus an in-house VPK/PreK 4 program. We invite the students to visit the school during the spring of the school year for a kindergarten tour. During the spring-summer kindergarten registration process, an enrollment packet is distributed which includes alphabet cards, number cards, color cards, scissors, and crayons. These "getting ready" activities give parents information on activities they can do throughout the summer to support a strong entry into kindergarten. Administration and teacher leaders have dialog with the Head Start directors in articulation meetings held in the fall and again in spring. In the summer, prior to the new school year starting, a four-day kindergarten camp is held to ease with the transition to school for both students and parents who are invited to attend on the final day.

Sixth grade students visit the junior high in the spring so they are familiar with the campus. The junior high counselors and administration visit our campus and provide an orientation to junior high as well as explaining course options to the students. If students need further information our guidance counselors will provide information as needed.

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.

Sixth grade students visit the junior high in the spring so they are familiar with the campus. The junior high counselors and administration visit our campus and provide an orientation to junior high as well as explaining course options to the students. If students need further information our guidance counselors will provide information as needed.
Professional Motivational Speaker Jeremy Anderson was invited to our campus and spoke to our students about how their current situation is not your conclusion. Jeremy Anderson is a leading expert, author, and one of the premier motivational speakers in the educational arena. Jeremy has made it his life's work to help students and teachers become the best version of themselves.
...

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

N/A Elementary School. See above for transition strategies.

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

N/A Elementary School. See above for transition strategies.

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

N/A Elementary School. See above for transition strategies.

II. Needs Assessment

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

The Title I LEA conducted a comprehensive needs assessment in the Spring of 2017 and the Fall of 2017 to determine areas of need identified by data and determined by situational awareness.

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.

CEB identified areas of need based on student data. Some of the areas of need that were identified focused on ensuring that teachers are implementing school-wide positive behavior system with fidelity and implementing more small group instruction in reading and math using research based interventions. All teachers will be part of Alt PD, data chats with administration, and various professional learning opportunities

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 all teachers implement a school wide positive system with fidelity, then we should see an increase in student engagement and student ownership of their behavior.

G2. If all teachers differentiate instruction to meet students' individual needs, then we should see increases in student learning gains for the bottom quartile.

G3. If all teachers implement small group instruction with research-based interventions, then we should see increased learning gains in reading and math.

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 all teachers implement a school wide positive system with fidelity, then we should see an increase in student engagement and student ownership of their behavior. 1a

🔍 G099470

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	70.0

Targeted Barriers to Achieving the Goal 3

- Student attendance and tardiest.

- Inconsistency in implementing school wide discipline plan.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Classroom DOJO

- Remind

- Positive Teachers (model classroom)

- BRT (Behavior Resource Teacher)

- Whole Brain Teaching

Plan to Monitor Progress Toward G1. 8

Discipline data will be pulled monthly from FOCUS.

Person Responsible
Sarah Lawson

Schedule
Monthly, from 9/11/2017 to 6/1/2018

Evidence of Completion
Monthly discipline reports obtained from FOCUS

G2. If all teachers differentiate instruction to meet students' individual needs, then we should see increases in student learning gains for the bottom quartile. 1a

🔍 G099471

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0
Math Lowest 25% Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Teacher Pedagogy and understanding of implementing differentiated instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- LLI

- I- Ready Reading and Mathematics

- Achieve 3000

- Title I Staff

- ESE Push in teachers

- LAFS/MAFS

- SIPPS

- Observation and feedback

Plan to Monitor Progress Toward G2. 8

Local and district student performance data, specifically tracking lowest quartile students.

Person Responsible
Sarah Lawson

Schedule
Biweekly, from 9/12/2016 to 6/1/2018

Evidence of Completion
student performance data from SIPPS, LLI, I Ready, Achieve 3000 and various other data points.

Plan to Monitor Progress Toward G2. 8

Local and district student performance data, specifically tracking lowest quartile students.

Person Responsible
Sarah Lawson

Schedule
Biweekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

G3. If all teachers implement small group instruction with research-based interventions, then we should see increased learning gains in reading and math. 1a

🔍 G099472

Targets Supported 1b

Indicator	Annual Target
FSAA ELA Achievement	70.0
FSA Mathematics Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Professional development for teachers in small group instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- SIPPs
- LLI
- I Ready Reading and Mathematics
- Achieve 3000
- Title I Staff
- ESE Push In Teachers
- LAFS/MAFS
- Observations and feedback
-

Plan to Monitor Progress Toward G3. 8

The data that will be tracked for SIPPs, LLI, I-Ready Reading and Mathematics, and Achieve 3000.

Person Responsible
Sarah Lawson

Schedule
Monthly, from 9/6/2016 to 6/1/2018

Evidence of Completion
Student performance data.

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 all teachers implement a school wide positive system with fidelity, then we should see an increase in student engagement and student ownership of their behavior. 1

🔑 G099470

G1.B4 Inconsistency in implementing school wide discipline plan. 2

🔑 B267860

G1.B4.S1 CEB will Implement professional development in which teachers are trained in the implementation of the school wide discipline plan. The plan is monitored by administrators and teachers are given feedback to improve implementation. 4

🔑 S283759

Strategy Rationale

Professional development and increased knowledge of school wide discipline plan will increase teacher buy in and provide teachers with strategies for effective implementation.

Action Step 1 5

Teachers will receive professional development on implementing the school wide discipline plan.

Person Responsible

Sarah Lawson

Schedule

Monthly, from 9/11/2017 to 6/1/2018

Evidence of Completion

Evidence of implementation will be sign in sheets, observation logs and feedback forms.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

CEB Foundations Team will meet on a regular basis and strictly focus on student behavior analysis.

Person Responsible

Sarah Lawson

Schedule

Biweekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Foundations Team has been implementing with surveys to faculty and staff to consistently check in on needs in regards to school safety and behavior.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

End of year reflections based on Foundations Team surveys (that are provided to faculty and staff) will be used for additional planning in 2018-2019 based on CEB needs.

Person Responsible

Sarah Lawson

Schedule

Quarterly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Quarterly reflections will take place to analyze and reflect upon current safety and behavior concerns with an action plan developed on how to move forward.

G2. If all teachers differentiate instruction to meet students' individual needs, then we should see increases in student learning gains for the bottom quartile. 1

🔑 G099471

G2.B5 Teacher Pedagogy and understanding of implementing differentiated instruction 2

🔑 B267866

G2.B5.S1 Provide profession development workshops to train teachers how to disaggregate data and use the information to effectively plan and implement differentiated instruction. 4

🔑 S283762

Strategy Rationale

Improving teacher knowledge of differentiated instruction will increase student achievement based on the needs of the individual student.

Action Step 1 5

Teachers will receive professional development in disaggregating data and implementing differentiated instructions.

Person Responsible

Sarah Lawson

Schedule

Monthly, from 9/11/2017 to 6/1/2018

Evidence of Completion

Adminstrators will observe small group instructions and monitor bottom quartile student achievement on I-Ready, Achieve 3000, and Common grade level assessments.

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Teachers will receive professional development in disaggregating data and implementing differentiated instructions through available coaching and individualized professional development every 10 days in grade level ALT PD.

Person Responsible

Sarah Lawson

Schedule

Biweekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Grade level and Teacher Data folders. Scores from I Ready, Sipps, LLI and Achieve 3000.

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 `7`

Data Binders will be updated weekly or biweekly and data discussed in the Alt Pd sessions every 10 days for each grade level.

Person Responsible

Sarah Lawson

Schedule

Biweekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Updated Data Binders, I Ready data, SIPPS and LLI data, and Achieve 3000 data which is updated on a regular basis.

G3. If all teachers implement small group instruction with research-based interventions, then we should see increased learning gains in reading and math. `1`

🔑 G099472

G3.B4 Professional development for teachers in small group instruction. `2`

🔑 B267871

G3.B4.S1 Professional development provided for teachers in SIPPs, LLI, I-Ready, Achieve 3000. `4`

🔑 S283764

Strategy Rationale

Teachers will have more knowledge in research based interventions and will be able to use them to increase student learning gains in reading and math.

Action Step 1 `5`

Teacher will receive onsite professional development for SIPPs, LLi, I Ready and Achieve 3000.

Person Responsible

Sarah Lawson

Schedule

Monthly, from 9/11/2017 to 6/1/2018

Evidence of Completion

Administrators and coaches will conduct observations during small group instruction. Data students from SIPPs, LLI, I Ready and Achieve 3000 will be monitored throughout the school year to ensure that implementation is effective.

Plan to Monitor Fidelity of Implementation of G3.B4.S1 `6`

Teachers will meet with Administration every 10 days for an extended Professional Development/ Data Meeting to monitor student progress in reading and math as well as small group progress. Teachers will be able to use this time to collaborate on small group interventions.

Person Responsible

Sarah Lawson

Schedule

Biweekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Data notebooks for both reading and math that contain whole class and small group data. For example, IReady scores, DRA levels, LLI running records, and Achieve 300 data.

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 `7`

Teachers and assistants who are teaching SIPPS, LLI, Iready, Achieve 3000 and other county mandated programs will be given many opportunities during the year for training. CEB also has two curriculum coaches that can assist in a more individualized training(s), as needs arise.

Person Responsible

Sarah Lawson

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Professional Development will be housed on "Track" the county wide professional development tracking system for teachers.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 🔍 M417031	Discipline data will be pulled monthly from FOCUS.	Lawson, Sarah	9/11/2017	Monthly discipline reports obtained from FOCUS	6/1/2018 monthly
G2.MA1 🔍 M417037	Local and district student performance data, specifically tracking lowest quartile students.	Lawson, Sarah	9/12/2016	student performance data from SIPPS, LLI, I Ready, Achieve 3000 and various other data points.	6/1/2018 biweekly
G2.MA2 🔍 M417038	Local and district student performance data, specifically tracking lowest quartile students.	Lawson, Sarah	8/21/2017		6/1/2018 biweekly
G3.MA1 🔍 M417041	The data that will be tracked for SIPPs, LLI, I-Ready Reading and Mathematics, and Achieve 3000.	Lawson, Sarah	9/6/2016	Student performance data.	6/1/2018 monthly
G1.B4.S1.MA1 🔍 M417029	End of year reflections based on Foundations Team surveys (that are provided to faculty and staff)...	Lawson, Sarah	8/21/2017	Quarterly reflections will take place to analyze and reflect upon current safety and behavior concerns with an action plan developed on how to move forward.	6/1/2018 quarterly
G1.B4.S1.MA1 🔍 M417030	CEB Foundations Team will meet on a regular basis and strictly focus on student behavior analysis.	Lawson, Sarah	8/21/2017	Foundations Team has been implementing with surveys to faculty and staff to consistently check in on needs in regards to school safety and behavior.	6/1/2018 biweekly
G1.B4.S1.A1 🔍 A383092	Teachers will receive professional development on implementing the school wide discipline plan.	Lawson, Sarah	9/11/2017	Evidence of implementation will be sign in sheets, observation logs and feedback forms.	6/1/2018 monthly
G2.B5.S1.MA1 🔍 M417035	Data Binders will be updated weekly or biweekly and data discussed in the Alt Pd sessions every 10...	Lawson, Sarah	8/21/2017	Updated Data Binders, I Ready data, SIPPS and LLI data, and Achieve 3000 data which is updated on a regular basis.	6/1/2018 biweekly
G2.B5.S1.MA1 🔍 M417036	Teachers will receive professional development in disaggregating data and implementing...	Lawson, Sarah	8/21/2017	Grade level and Teacher Data folders. Scores from I Ready, Sipps, LLI and Achieve 3000.	6/1/2018 biweekly
G2.B5.S1.A1 🔍 A383094	Teachers will receive professional development in disaggregating data and implementing...	Lawson, Sarah	9/11/2017	Adminstrators will observe small group instructions and monitor bottom quartile student achievement on I-Ready, Achieve 3000, and Common grade level assessments.	6/1/2018 monthly
G3.B4.S1.A1 🔍 A383095	Teacher will receive onsite professional development for SIPPs, LLi, I Ready and Achieve 3000.	Lawson, Sarah	9/11/2017	Administrators and coaches will conduct observations during small group instruction. Data students from SIPPs, LLI, I Ready and Achieve 3000 will be monitored throughout the school year to ensure that implementation is effective.	6/1/2018 monthly
G3.B4.S1.MA1 🔍 M417039	Teachers and assistants who are teaching SIPPS, LLI, Iready, Achieve 3000 and other county mandated...	Lawson, Sarah	8/21/2017	Professional Development will be housed on "Track" the county wide professional development tracking system for teachers.	6/7/2018 quarterly
G3.B4.S1.MA1 🔍 M417040	Teachers will meet with Administration every 10 days for an extended Professional Development/Data...	Lawson, Sarah	8/21/2017	Data notebooks for both reading and math that contain whole class and small group data. For example, IReady scores, DRA levels, LLI running records, and Achieve 300 data.	6/7/2018 biweekly

V. Professional Development Opportunities

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

G1. If all teachers implement a school wide positive system with fidelity, then we should see an increase in student engagement and student ownership of their behavior.

G1.B4 Inconsistency in implementing school wide discipline plan.

G1.B4.S1 CEB will Implement professional development in which teachers are trained in the implementation of the school wide discipline plan. The plan is monitored by administrators and teachers are given feedback to improve implementation.

PD Opportunity 1

Teachers will receive professional development on implementing the school wide discipline plan.

Facilitator

Participants

Schedule

Monthly, from 9/11/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B4.S1.A1	Teachers will receive professional development on implementing the school wide discipline plan.	$0.00
2	G2.B5.S1.A1	Teachers will receive professional development in disaggregating data and implementing differentiated instructions.	$0.00
3	G3.B4.S1.A1	Teacher will receive onsite professional development for SIPPs, LLi, I Ready and Achieve 3000.	$0.00
		Total:	$0.00