

School District of Indian River County

Beachland Elementary School



2018-19 Schoolwide Improvement Plan

Beachland Elementary School

3350 INDIAN RIVER DR E, Vero Beach, FL 32963

www.indianriverschools.org

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	54%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	A	B	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 Indian River County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2018-19 DA Category and Statuses for Beachland Elementary School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Beachland Elementary is to increase student achievement for all students.
We will close the achievement gap.
We will create problem solvers through inquiry learning.
We will differentiate instruction and collaborate to meet the needs of a diverse student population.
We will partner with our community to enrich student exposure to the arts and our environment.

b. Provide the school's vision statement.

Our vision is to create an environment which empowers all students to reach their greatest academic, social, emotional, and physical potential amidst a diverse community of staff, students and families.

2. School Environment

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

The school principal and assistant principal conduct informal walkthroughs on a weekly basis, which enables school leadership to observe the culture and climate of the classroom and common areas. The school principal and teachers meet with student council and the safety patrols to get feedback on school issues (i.e. attendance, procedures, PBIS) from a student's perspective. Schoolwide events are promoted to develop strong relationships between the students and staff. All teachers implement the Sanford Harmony SEL program in the classroom. This helps students to connect with one another, as well as building relationships between the students and teacher.

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

The school has a strong PBIS program where students are taught the three B's of Beachland. Processes are in place so students are supervised, and common expectations have been established for those supervising before and after school, as well as the cafeteria. Safety patrols are taught how to assist students, and are treated with respect by staff and peers. We teach social skills as an integral part of the classroom culture using Character Counts. Each month one of the pillars for Character Counts is highlighted. Students in Tier II for behavior support are given additional instruction using Second Step, a violence prevention program. Each school year and after long breaks from school students and teachers participate in PBIS rounds teaching and re-teaching the expectations for each location on campus.

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.

Beachland Elementary has a school wide positive behavioral intervention support program which is monitored for effectiveness. We use Beachland bucks and class compliments to shape behavior and provide positive reinforcement. Students are rewarded for being respectful, responsible, safe and ready to learn. Each class has a menu of both tangible and non-tangible reinforcements. Students help to identify positive rewards. The PBIS team has developed a rubric to identify what

consequences students will received for each infraction. This may include classroom consequences as well as referrals to administration.

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.

Beachland has a full time Behavior Support Specialist who works with students on social emotional, behavioral, and social skills. The BSS pulls small groups to work on these skills. We also have a school wide social skills program, Sanford Harmony, delivered each day in all classroom.

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.

Grade level teams, working as a Professional Learning Community, meet to discuss the early warning indicators, as well as other classroom data on specific students. This supportive team approach provides the opportunity for teacher to reflect on their own practices and give support to their peers. The school leadership team meets monthly with each grade level and reviews specific data, including the early warning data. This team sets up individual appointments with families to review this data and brainstorm interventions to support the student and families.

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	15	15	9	13	10	10	0	0	0	0	0	0	0	72
One or more suspensions	0	0	1	1	1	3	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	0	0	3	0	1	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	20	13	26	0	0	0	0	0	0	0	59
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	4	13	20	15	23	0	0	0	0	0	0	0	75

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

Interventions for attendance - Every Day, Every Child is communicated to parents to stress the importance of attendance. Students who miss 4 days or more in a Month are identified and parents contacted school administration to emphasize the need for regular attendance, as well as determining if there is an underlying factor that can be supported by the school. Excused absences for illness are exempt from this process. If attendance continues to be an issue the leadership team and teacher meet with families to problem solve and create an intervention. Interventions may include student groups with behaviorist, determining if there is a specific area the student is concerned about, thus

missing school. Working through individual reasons for chronic absences will reduce the number of students with a high absentee rate. Students are recognized for perfect attendance.

Intervention for suspensions - reentry meeting is set up with parent and a contract is established with student and family. Positive Behavior Intervention Support is used to proactively address behavior concerns. Appropriate behavior is modeled and explicitly taught through Character Counts and Second Step as a Tier II intervention.

Course failures and Level 1 students - MTSS case is started and the student is identified. Interventions are established and the student is progress monitored by MTSS Team. Tier II interventions are given in addition to classroom support by activity (music, PE, Media Center, and Art) on a daily basis for both reading and math. Progress monitoring occurs with common assessments and iReady online diagnostic testing.

B. Family and Community Engagement

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

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

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

No

1. PFEP Link

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

2. Description

Beachland Elementary serves a diverse population. We work with community groups (Learning Alliance, local organizations) and parents to meet the needs of our students. Communication is critical in engaging families with the vision and mission of Beachland Elementary. Beachland sends home classroom weekly folders with student work and school/class information, bi-monthly school newsletter, Facebook page, PTA website, PTA monthly newsletters, classrooms newsletters and websites. Parents are encouraged to use FOCUS to stay current with their child's progress in the classroom.

Parent surveys ask for input on the strengths and areas which can be improved at Beachland Elementary.

The School Advisory Council plays a key role in giving feedback to school administration on goals and strategies for the school year. Parents and community members are invited to attend all meetings. The PTA encourages active participation of the parents as partners in helping all students to reach their highest potential.

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.

Learning Alliance supports the Moonshot Academy (after school reading program for 1-3 grade students)

The Education Foundation of Indian River County provided two grants to Beachland: a Robotics grant and after school tutoring program.

FDLRs provided training and materials for the implementation of Thinking Maps. Every teacher has been

trained and support sessions in place for 6 weeks.

Beachland partners with the Vero Beach Art Museum with grade level field trips and ties to student academics and higher order thinking skills. A member of the VBAM also serves on the Schools Advisory Council.

Seacoast Bank donates school supplies

Publix donates school supplies

Dominoes hosts a Beachland night with proceeds going back to the school.

Christ by the Sea provides ongoing support through School Advisory Council Membership, mentoring one-on-one, volunteering as needed

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
Lord, Colleen	Principal
Gabbard, Jennifer	Instructional Coach
O'Connor, Diana	Teacher, ESE
Del Tufo, Susan	Assistant Principal
Deluca, Melissa	Teacher, K-12
Bishop, Lisa	Teacher, K-12
Brescia, Megan	Teacher, K-12
Davis, Regina	Teacher, K-12
Stawara, Michelle	Teacher, K-12
Kolesnik, Bill	Teacher, K-12
Polverari, Adrienne	Instructional Media
Kingston, Christa	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 leadership team is made up of school based staff which includes administrative staff, literacy coach, school behaviorist, and grade level chairs. The team meets monthly to discuss current issues and strategies. The team is seen as a problem solving group and their input and ideas are valued by school administration. Grade level chairs may get the input from their teams and bring feedback or suggestions as well to the monthly meetings.

Meetings are focused on improving student achievement. Data is shared and discussed as a leadership team, and then taken back to grade level meetings. The leadership team plays a big part of the progress monitoring for the School Improvement Plan and interventions for student success.

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

The leadership team evaluates local and state data weekly. The team analyzes trends in Tier I and Tier 2 as well as sub group data using the 8 step problem solving process. The team also meets as needed with individual teachers who implement intensive Tier 3 instruction and problem solves interventions and strategies to increase student achievement.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Lorri Dior	Parent
Gilda Brown	Education Support Employee
Pastor Cliff Melvin	Business/Community
Shantai Sanchez	Business/Community
Julie Baker	Teacher
Colleen Lord	Principal
Regina Davis	Teacher
Danielle McCabe	Teacher
Reetu Haave	Parent
Lorri Dior	Parent
Rhonda James	Parent
Vickie DeGroat	Parent
	Student
Margaret Ingram	Business/Community
Amanda Kross	Parent
Ben Folger	Parent
Shell Hudson	Parent
Amanda Murdock	Parent
Jamie Vega	Parent
Ashley Conroy	Parent
Paul Conroy	Parent

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The principal and SAC chair presented last year's SIP plan, FSA data, and parent survey results. The team then prioritizes what will continue from last year. The principal and teacher leaders present this year's additional goals, barriers, and resources. Team develops and approves additions to last year's plan. The team then communicates the changes and results to additional stakeholders.

b. Development of this school improvement plan

The SAC and faculty analyzed data and reviewed current educational programs to begin the problem solving process. The team identified goals for this school year. The team reviewed and used the 8 step problem solving process plan.

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

Team evaluates needs and provides input into the distribution of the school's annual budget. The School Advisory Council identifies goals and strategies that are funded through the school's annual budget as well as the School Advisory Council funding.

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

The 2017-18 School Advisory Council spent the following funds from the 2016-17 carry forward:

Thinking Maps Train the Trainer: \$2,500

After school tutoring support \$250

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
Lord, Colleen	Principal
Del Tufo, Susan	Assistant Principal
Gabbard, Jennifer	Instructional Coach
O'Connor, Diana	Teacher, ESE
Stawara, Michelle	Teacher, K-12
Davis, Regina	Teacher, K-12
Bishop, Lisa	Teacher, K-12
Deluca, Melissa	Teacher, K-12
Polverari, Adrienne	Teacher, K-12
Riley, Mary Kay	
Bangert, Ashley	Teacher, K-12

b. Duties

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

The LLT meet monthly to examine student work, student test scores, address rigor in the classroom, look at the standards to adjust vertical literacy plan if necessary and provide professional development to all reading teachers.

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.

Teachers meet as a Professional Learning Community on a bi-monthly basis. The purpose of this collaborative team is to look at data, plan standards-based lessons, and discuss effective teaching strategies. They also meet to discuss RtI implementation and differentiation in the classroom. School leadership team members may join grade levels as they collaboratively plan standard-based units. Professional development on the collaborative process includes setting norms, data analysis, formative assessments, instructional strategies, and differentiation of instruction.

School Leadership team and Wellness Team leads ongoing professional development to all faculty on topics such as:

- School Climate
- Accountability in the classroom
- Mindsets
- Attendance
- Rigor
- Differentiation
- Problem Solving
- Standards Based Instruction
- Teach like a Champion - online and in-person
- Common Board
- Teaching Squares
- Epi Pen usage
- Health plan procedures
- Emergency management
- School safety procedures
- Positive Behavior Support
- Cultural Competencies

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

The interview team develops questions to identify strong candidates for each position. New teachers are assigned team mentors. Literacy coach and Math coordinator explain and model expectations and standards. Principal and AP conduct bimonthly check ins with new staff to provide support. Literacy coach or Special Area teachers provide coverage for new BES staff to visit and observe other teachers. Media Specialist and Literacy coach model Foundations in primary classrooms.

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

An experienced Beachland teacher voluntarily takes a new Beachland teacher as a mentor. Teachers are paired based on grade level, subject area and expertise in instruction and curriculum. They meet periodically throughout the year to acclimate the new Beachland teacher in procedures and policies. With the guidance of the district, we are implementing the STAR program (Strengthening Teacher Relationships).

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.

Beachland curriculum is based on State and District adopted materials for Reading, Language Arts, Math, Science and Social Studies. Materials have been recommended by the district because of its alignment to the FLA standards. Project Lead the Way STEM curriculum training is on going via canvas platform. Units are aligned or adjusted to meet the NGSS Science Standards.

Classroom walk throughs ensure the curriculum is aligned to the standards. Feedback is provided to teachers, and data is collected on grade levels/subject areas.

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.

Data from Performance Matters, FSA, Foundations, Easy CBM, iReady reading and math, as well as classroom assessments are analyzed each month by the leadership team with the specific grade levels and core subject area teachers. The team utilizes protocols to look at the data and problem solves looking for trends in data. The team brainstorms possible reasons for trends and create interventions for each Tier of instruction. The team also examines standards, rigor and vertical alignment.

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

Strategy: After School Program

Minutes added to school year: 30

Academic games are provided for fourth and fifth grade students if interested in areas of :
Social studies
Math
Language Arts
Book Battle
Mighty Mu
Science Olympiad
Sunshine math (grades 2-5)
Moonshot Academy grades 1-3

Strategy Rationale

To provide enrichment and remediation to students based on data sources listed above.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lord, Colleen, colleen.lord@indianriverschools.org

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

Comparing previous year's data to this year's data. Pre and Post tests.

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.

Beachland Elementary implements staggered start in Kindergarten to allow teachers to teach procedures to a small amount of students and for teachers to evaluate student readiness.

Fifth grade students attend a workshop presented by receiving middle school.

At the end of every school year the receiving grade level teachers introduce themselves to their upcoming students in a unique and memorable way.

Fourth and Fifth grade students who "apply" to become student council representatives. Develop school surveys to test school climate and advise the leadership team on results and possible solutions.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will use higher order thinking strategies to engage students in standards-based instruction that will lead to at least a year's worth of academic growth, and possibly more, closing the achievement gap.
- G2.** Teachers will plan collaboratively to develop quality lessons and assessments in order to increase student achievement.
- G3.** School culture will be positively impacted through school-wide PBIS and Sanford Harmony.

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. Teachers will use higher order thinking strategies to engage students in standards-based instruction that will lead to at least a year's worth of academic growth, and possibly more, closing the achievement gap.

1a

G100461

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	68.0
FSAA Mathematics Achievement	68.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	60.0
Math Gains	60.0
Math Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Teachers' knowledge of accountable talk strategies.
- Teachers' knowledge of interventions for specific deficits.
- Teachers' knowledge of cooperative learning strategies and Thinking Maps.
- Time for teachers to provide tutoring in addition to class time- small group instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Trained personnel on Kagan strategies
- Literacy Coach and Third Grade Interventionist
- FDLRS - Thinking Maps Trainers
- The Learning Alliance PD opportunities

Plan to Monitor Progress Toward G1. 8

Student achievement will be evident in all grade levels

Person Responsible

Susan Del Tufo

Schedule

Quarterly, from 9/4/2018 to 5/23/2019

Evidence of Completion

An increase in the assessment data and classroom walk through data will be evident.

G2. Teachers will plan collaboratively to develop quality lessons and assessments in order to increase student achievement. 1a

G100462

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	68.0
FSAA ELA Achievement	68.0
FCAT 2.0 Science Proficiency	65.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	60.0
Math Gains	60.0
Math Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Teacher's knowledge of collaborative planning process.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District level support for PD
- Literacy Coach and 3rd Grade Interventionist

Plan to Monitor Progress Toward G2. 8

Students will increase their levels of proficiency on the Florida Standards Assessment, iReady Assessment and Unit Benchmarks

Person Responsible

Susan Del Tufo

Schedule

Quarterly, from 8/27/2018 to 4/26/2019

Evidence of Completion

iReady testing will indicate student growth with 100% of the students making a year's worth of growth in ELA and Mathematics

G3. School culture will be positively impacted through school-wide PBIS and Sanford Harmony. 1a

G100463

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	35.0

Targeted Barriers to Achieving the Goal 3

- Time for PBIS team to meet
- Staff knowledge of a new program: Sanford Harmony

Resources Available to Help Reduce or Eliminate the Barriers 2

- Cultural competencies canvas course
- Character Counts
- PBIS Tickets
- Supportive PTA
- School Store
- School wide recognition for character counts via assembly and morning announcements
- The Learning Alliance
- Sanford Harmony

Plan to Monitor Progress Toward G3. 8

ODR, survey results and PBIS evaluation process for USF

Person Responsible

Susan Del Tufo

Schedule

On 5/24/2019

Evidence of Completion

ODR, Survey results, PBIS evaluation will indicate successful implementation of PBIS.

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

 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will use higher order thinking strategies to engage students in standards-based instruction that will lead to at least a year's worth of academic growth, and possibly more, closing the achievement gap. **1**

 G100461

G1.B1 Teachers' knowledge of accountable talk strategies. **2**

 B270862

G1.B1.S1 Professional Development on Accountable Talk on Early Release Days and faculty meetings, support for implementation in the classroom through teacher-to-teacher visits. **4**

 S286780

Strategy Rationale

If the leadership team (with district support) provide PD for teachers they will understand the value and technique of accountable talk .

Action Step 1 **5**

Conduct schoolwide professional development on Accountable Talk

Person Responsible

Jennifer Gabbard

Schedule

Semiannually, from 9/18/2018 to 5/10/2019

Evidence of Completion

100% of the teachers will attend the professional development and be able to identify best practices for accountable talk.

Action Step 2 **5**

Identify staff who are implementing accountable talk to model the process for staff.

Person Responsible

Colleen Lord

Schedule

Quarterly, from 10/17/2018 to 4/24/2019

Evidence of Completion

100% of the staff will implement accountable talk in classroom lessons.

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

Fidelity checks through walk throughs

Person Responsible

Colleen Lord

Schedule

Monthly, from 10/10/2018 to 4/24/2019

Evidence of Completion

100% of the teachers will demonstrate they implement accountable talk using best practices

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

Classroom walk throughs will be conducted to determine the implementation of accountable talk

Person Responsible

Colleen Lord

Schedule

Monthly, from 10/10/2018 to 4/24/2019

Evidence of Completion

100% of the students will be able to identify the "how to's" for accountable talk

G1.B2 Teachers' knowledge of interventions for specific deficits. 2

 B270863

G1.B2.S1 Grade levels meeting in in PLCs, with Literacy Coach and 3rd Grade Interventionist, to discuss student data and the interventions for each student. 4

 S286781

Strategy Rationale

if teacher's understand the gaps in the learning, they can identify the strategies needed to meet the needs of the teachers.

Action Step 1 5

Meet twice a month in grade level teams (PLCs) to identify student needs and interventions

Person Responsible

Colleen Lord

Schedule

Biweekly, from 8/28/2018 to 5/31/2019

Evidence of Completion

100% of the teachers work in grade level teams to analyze data and identify interventions

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

Monitor the PLCs by attending the meetings, reading notes, and seeing implementation of strategies

Person Responsible

Colleen Lord

Schedule

Biweekly, from 8/28/2018 to 5/31/2019

Evidence of Completion

100% of the teachers activity participate in the meetings and implement appropriate intervention strategies in the classroom.

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

Meetings will follow given PLC protocol, with notes including the interventions discussed and suggested by team members.

Person Responsible

Colleen Lord

Schedule

Semiannually, from 8/28/2018 to 5/31/2019

Evidence of Completion

100% of the teachers will be implementing Rtl strategies to meet the needs of the students.

G1.B2.S2 Literacy Coach provides in class support for RtI strategies for K-5 grade. 4

S286782

Strategy Rationale

If teachers see the strategies in action, they will learn how to select and implement the strategy.

Action Step 1 5

Teachers meet with Literacy Coach to group students according to data or areas of greatest need.

Person Responsible

Jennifer Gabbard

Schedule

Quarterly, from 9/4/2018 to 4/26/2019

Evidence of Completion

Team meeting minutes

Action Step 2 5

Teachers and literacy coach choose appropriate interventions based on student need

Person Responsible

Colleen Lord

Schedule

Monthly, from 9/4/2018 to 4/26/2019

Evidence of Completion

Interventions listed in lesson plans

Action Step 3 5

Literacy coach supports and model interventions as needed.

Person Responsible

Colleen Lord

Schedule

Weekly, from 9/4/2018 to 4/26/2019

Evidence of Completion

Lesson plans, Training for teachers

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

School administration will monitor the in-class support by participating in meetings

Person Responsible

Colleen Lord

Schedule

On 4/26/2019

Evidence of Completion

Team meetings and in-class support will be documented through Literacy Coach lesson plans.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Students will make an annual year's worth of gain

Person Responsible

Colleen Lord

Schedule

Monthly, from 9/4/2018 to 4/26/2019

Evidence of Completion

iReady assessments for k-5, FSA Reading and Math

G1.B3 Teachers' knowledge of cooperative learning strategies and Thinking Maps. 2

B270864

G1.B3.S1 Professional development of Thinking Maps provided by FDLRS with follow up for 8 weeks on each map. 4

S286783

Strategy Rationale

Professional development will move the staff past the barrier and increase knowledge of strategies.

Action Step 1 5

Full Day Inservice on Thinking Maps with follow-up sessions for 8 weeks provided by FDLRS

Person Responsible

Colleen Lord

Schedule

Weekly, from 8/7/2018 to 10/8/2018

Evidence of Completion

Implementation of Thinking Maps in classrooms/Walk Throughs/ PD Logs

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Classroom walkthroughs to see implementation

Person Responsible

Colleen Lord

Schedule

Monthly, from 8/13/2018 to 5/9/2019

Evidence of Completion

Walkthrough data on seeing the Thinking Maps used by students.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Walkthroughs will be conducted and weekly sessions for the teachers the first two months.

Person Responsible

Colleen Lord

Schedule

Weekly, from 8/7/2018 to 4/19/2019

Evidence of Completion

Walkthrough data on the use of the maps, taken by grade level.

G1.B3.S2 Follow up sessions for Kagan Cooperative Learning delivered by the team of teachers who attended Kagan training in 2017-18. 4

 S286784

Strategy Rationale

If teachers experience different strategies in workshops they will use them in their classroom

Action Step 1 5

Deliver professional development on Kagan strategies (team of teachers who attended the training)

Person Responsible

Colleen Lord

Schedule

Semiannually, from 9/24/2018 to 4/26/2019

Evidence of Completion

100 % of the teachers will participate in the training and implement a minimum of 3 strategies in the classroom.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Team meetings to discuss the common strategies which will be used.

Person Responsible

Colleen Lord

Schedule

Quarterly, from 9/24/2018 to 4/26/2019

Evidence of Completion

Lesson plans will incorporate the Kagan Cooperative Learning strategies

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Classroom walkthroughs will show students are engaged through the Kagan strategies

Person Responsible

Colleen Lord

Schedule

On 4/26/2019

Evidence of Completion

Walkthrough data will show strategies used and levels of engagement

G1.B4 Time for teachers to provide tutoring in addition to class time- small group instruction **2**

 B270865

G1.B4.S1 Provide after school tutoring for struggling students in fourth and fifth grade. **4**

 S286785

Strategy Rationale

If students receive quality tutoring, they will gain the necessary skills to be on grade level

Action Step 1 **5**

Identify fourth and fifth grade students who would benefit from afterschool tutoring in math and reading, and implement tutoring program

Person Responsible

Susan Del Tufo

Schedule

On 4/26/2019

Evidence of Completion

Students attend an after school tutoring program.

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

Meet with teachers who will tutor in after school program and ensure interventions will meet student needs

Person Responsible

Jennifer Gabbard

Schedule

On 4/26/2019

Evidence of Completion

Lessons plans for tutoring program will show quality instructional strategies

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

Classroom observations will occur in the after school program.

Person Responsible

Colleen Lord

Schedule

On 4/26/2019

Evidence of Completion

Walk through data on strategies used in program, iReady data with diagnostic/end of year assessments

G2. Teachers will plan collaboratively to develop quality lessons and assessments in order to increase student achievement. 1

G100462

G2.B1 Teacher's knowledge of collaborative planning process. 2

B270866

G2.B1.S1 PD provided by Leadership team and district level PD department in collaborative planning and Professional Learning Communities (PLCs) 4

S286786

Strategy Rationale

If teacher's become proficient in collaborative planning they will develop high quality assessments, lessons with increased student engagement.

Action Step 1 5

Grade Level Meetings held weekly for collaborative planning

Person Responsible

Colleen Lord

Schedule

Weekly, from 8/28/2018 to 4/26/2019

Evidence of Completion

Grade level planning notes

Action Step 2 5

Professional development will be given on Professional Learning Communities (PLCs) and collaborative planning

Person Responsible

Colleen Lord

Schedule

Monthly, from 8/28/2018 to 5/10/2019

Evidence of Completion

100% of the teachers will be able to identify best practices for PLCs by the end of the school year

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

School coaches and administration will attend collaborative planning sessions and review notes

Person Responsible

Susan Del Tufo

Schedule

Monthly, from 8/29/2017 to 5/24/2019

Evidence of Completion

Team notes will document that 100% of the grade levels are collaboratively planning with data

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

Classroom walk throughs will document the lessons that have been planned to engage students in quality lessons

Person Responsible

Colleen Lord

Schedule

Daily, from 8/27/2019 to 8/27/2019

Evidence of Completion

100% of the teachers will demonstrate the collaborative planning and raise student achievement through engaging lessons

G3. School culture will be positively impacted through school-wide PBIS and Sanford Harmony. 1

G100463

G3.B1 Time for PBIS team to meet 2

B270867

G3.B1.S1 Schedule regular meetings for PBIS with parent and community involvement 4

S286787

Strategy Rationale

If the meetings are scheduled and held on a regular basis, the meetings will be a priority

Action Step 1 5

Schedule the PBIS meetings for each quarter, with involvement of SAC and PTA

Person Responsible

Susan Del Tufo

Schedule

Monthly, from 9/3/2018 to 4/26/2019

Evidence of Completion

Regular meetings will be held to ensure the implementation of PBIS

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

Ensure the meetings are held through minutes and attendance of the meetings

Person Responsible

Colleen Lord

Schedule

On 4/26/2019

Evidence of Completion

Meeting minutes and implementation of PBIS

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

Meetings will be placed on school calendar and conducted each nine weeks.

Person Responsible

Colleen Lord

Schedule

On 4/26/2019

Evidence of Completion

Meeting minutes

G3.B2 Staff knowledge of a new program: Sanford Harmony 2

 B270868

G3.B2.S1 Provide professional development on Sanford Harmony 4

 S286788

Strategy Rationale

If the teachers know the componets of Social Emotional Learning program Sanford Harmony, they will be able to effectively use the program in their classroom.

Action Step 1 5

Teachers will learn the components of Harmony Sanford and implement the program in their classrooms.

Person Responsible

Colleen Lord

Schedule

On 4/26/2019

Evidence of Completion

100 % of teachers will have Harmony Sanford lessons completed each week, as evidenced by lesson plans and walkthroughs.

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

Classroom walkthroughs will be conducted to determine implementation of Sanford Harmony and PBIS

Person Responsible

Colleen Lord

Schedule

On 4/26/2019

Evidence of Completion

Data collected will show 100% of the teachers will be implementing the components of Sanford Harmony and PBIS

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

Student interactions will improve resulting in a reduction of student to student conflicts

Person Responsible

Susan Del Tufo

Schedule

Quarterly, from 8/28/2018 to 4/26/2019

Evidence of Completion

There will be fewer conflicts among the students and a reduction in ODRs.

V. Professional Development Opportunities

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

G1. Teachers will use higher order thinking strategies to engage students in standards-based instruction that will lead to at least a year's worth of academic growth, and possibly more, closing the achievement gap.

G1.B1 Teachers' knowledge of accountable talk strategies.

G1.B1.S1 Professional Development on Accountable Talk on Early Release Days and faculty meetings, support for implementation in the classroom through teacher-to-teacher visits.

PD Opportunity 1

Conduct schoolwide professional development on Accountable Talk

Facilitator

Gabbard

Participants

Teachers

Schedule

Semiannually, from 9/18/2018 to 5/10/2019

PD Opportunity 2

Identify staff who are implementing accountable talk to model the process for staff.

Facilitator

Lord & Gabbard

Participants

Teachers

Schedule

Quarterly, from 10/17/2018 to 4/24/2019

G1.B2 Teachers' knowledge of interventions for specific deficits.

G1.B2.S1 Grade levels meeting in in PLCs, with Literacy Coach and 3rd Grade Interventionist, to discuss student data and the interventions for each student.

PD Opportunity 1

Meet twice a month in grade level teams (PLCs) to identify student needs and interventions

Facilitator

Colleen Lord/Jennifer Gabbard

Participants

All instructional staff

Schedule

Biweekly, from 8/28/2018 to 5/31/2019

G1.B3 Teachers' knowledge of cooperative learning strategies and Thinking Maps.

G1.B3.S1 Professional development of Thinking Maps provided by FDLRS with follow up for 8 weeks on each map.

PD Opportunity 1

Full Day Inservice on Thinking Maps with follow-up sessions for 8 weeks provided by FDLRS

Facilitator

Lord/ FDLRS

Participants

All Instructional Personnel

Schedule

Weekly, from 8/7/2018 to 10/8/2018

G1.B3.S2 Follow up sessions for Kagan Cooperative Learning delivered by the team of teachers who attended Kagan training in 2017-18.

PD Opportunity 1

Deliver professional development on Kagan strategies (team of teachers who attended the training)

Facilitator

Kagan Team at Beachland

Participants

All instructional staff

Schedule

Semiannually, from 9/24/2018 to 4/26/2019

G2. Teachers will plan collaboratively to develop quality lessons and assessments in order to increase student achievement.

G2.B1 Teacher's knowledge of collaborative planning process.

G2.B1.S1 PD provided by Leadership team and district level PD department in collaborative planning and Professional Learning Communities (PLCs)

PD Opportunity 1

Professional development will be given on Professional Learning Communities (PLCs) and collaborative planning

Facilitator

Lord and Gabbard

Participants

Teachers

Schedule

Monthly, from 8/28/2018 to 5/10/2019

G3. School culture will be positively impacted through school-wide PBIS and Sanford Harmony.

G3.B2 Staff knowledge of a new program: Sanford Harmony

G3.B2.S1 Provide professional development on Sanford Harmony

PD Opportunity 1

Teachers will learn the components of Harmony Sanford and implement the program in their classrooms.

Facilitator

Lord/Weintraub

Participants

All instructional staff

Schedule

On 4/26/2019

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	Conduct schoolwide professional development on Accountable Talk				\$0.00
2	G1.B1.S1.A2	Identify staff who are implementing accountable talk to model the process for staff.				\$0.00
3	G1.B2.S1.A1	Meet twice a month in grade level teams (PLCs) to identify student needs and interventions				\$0.00
4	G1.B2.S2.A1	Teachers meet with Literacy Coach to group students according to data or areas of greatest need.				\$0.00
5	G1.B2.S2.A2	Teachers and literacy coach choose appropriate interventions based on student need				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	1141	239-Other	0061 - Beachland Elementary School	School Improvement Funds		\$0.00
6	G1.B2.S2.A3	Literacy coach supports and model interventions as needed.				\$0.00
7	G1.B3.S1.A1	Full Day Inservice on Thinking Maps with follow-up sessions for 8 weeks provided by FDLRS				\$9,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0061 - Beachland Elementary School	Other Federal		\$9,000.00
<i>Notes: FDLRS provide support through Federal Grant</i>						
8	G1.B3.S2.A1	Deliver professional development on Kagan strategies (team of teachers who attended the training)				\$0.00
9	G1.B4.S1.A1	Identify fourth and fifth grade students who would benefit from afterschool tutoring in math and reading, and implement tutoring program				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0061 - Beachland Elementary School	School Improvement Funds		\$4,000.00
10	G2.B1.S1.A1	Grade Level Meetings held weekly for collaborative planning				\$0.00
11	G2.B1.S1.A2	Professional development will be given on Professional Learning Communities (PLCs) and collaborative planning				\$0.00
12	G3.B1.S1.A1	Schedule the PBIS meetings for each quarter, with involvement of SAC and PTA				\$0.00

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13	G3.B2.S1.A1	Teachers will learn the components of Harmony Sanford and implement the program in their classrooms.	\$0.00
Total:			\$13,000.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.B3.S1.A1  A388249	Full Day Inservice on Thinking Maps with follow-up sessions for 8 weeks provided by FDLRS	Lord, Colleen	8/7/2018	Implementation of Thinking Maps in classrooms/Walk Throughs/ PD Logs	10/8/2018 weekly
G1.B3.S1.MA1  M424195	Walkthroughs will be conducted and weekly sessions for the teachers the first two months.	Lord, Colleen	8/7/2018	Walkthrough data on the use of the maps, taken by grade level.	4/19/2019 weekly
G1.B1.S1.MA1  M424189	Classroom walk throughs will be conducted to determine the implementation of accountable talk	Lord, Colleen	10/10/2018	100% of the students will be able to identify the "how to's" for accountable talk	4/24/2019 monthly
G1.B1.S1.MA1  M424190	Fidelity checks through walk throughs	Lord, Colleen	10/10/2018	100% of the teachers will demonstrate they implement accountable talk using best practices	4/24/2019 monthly
G1.B1.S1.A2  A388244	Identify staff who are implementing accountable talk to model the process for staff.	Lord, Colleen	10/17/2018	100% of the staff will implement accountable talk in classroom lessons.	4/24/2019 quarterly
G2.MA1  M424204	Students will increase their levels of proficiency on the Florida Standards Assessment, iReady...	Del Tufo, Susan	8/27/2018	iReady testing will indicate student growth with 100% of the students making a year's worth of growth in ELA and Mathematics	4/26/2019 quarterly
G1.B4.S1.MA1  M424199	Classroom observations will occur in the after school program.	Lord, Colleen	8/28/2018	Walk through data on strategies used in program, iReady data with diagnostic/ end of year assessments	4/26/2019 one-time
G1.B4.S1.MA1  M424200	Meet with teachers who will tutor in after school program and ensure interventions will meet...	Gabbard, Jennifer	8/28/2018	Lessons plans for tutoring program will show quality instructional strategies	4/26/2019 one-time
G1.B4.S1.A1  A388251	Identify fourth and fifth grade students who would benefit from afterschool tutoring in math and...	Del Tufo, Susan	8/28/2018	Students attend an after school tutoring program.	4/26/2019 one-time
G2.B1.S1.A1  A388252	Grade Level Meetings held weekly for collaborative planning	Lord, Colleen	8/28/2018	Grade level planning notes	4/26/2019 weekly
G3.B1.S1.MA1  M424205	Meetings will be placed on school calendar and conducted each nine weeks.	Lord, Colleen	8/28/2018	Meeting minutes	4/26/2019 one-time
G3.B1.S1.MA1  M424206	Ensure the meetings are held through minutes and attendance of the meetings	Lord, Colleen	9/3/2018	Meeting minutes and implementation of PBIS	4/26/2019 one-time
G3.B1.S1.A1  A388254	Schedule the PBIS meetings for each quarter, with involvement of SAC and PTA	Del Tufo, Susan	9/3/2018	Regular meetings will be held to ensure the implementation of PBIS	4/26/2019 monthly
G3.B2.S1.MA1  M424207	Student interactions will improve resulting in a reduction of student to student conflicts	Del Tufo, Susan	8/28/2018	There will be fewer conflicts among the students and a reduction in ODRs.	4/26/2019 quarterly
G3.B2.S1.MA1  M424208	Classroom walkthroughs will be conducted to determine implementation of Sanford Harmony and PBIS	Lord, Colleen	9/4/2018	Data collected will show 100% of the teachers will be implementing the components of Sanford Harmony and PBIS	4/26/2019 one-time
G3.B2.S1.A1  A388255	Teachers will learn the components of Harmony Sanford and implement the program in their classrooms.	Lord, Colleen	8/7/2018	100 % of teachers will have Harmony Sanford lessons completed each week, as evidenced by lesson plans and walkthroughs.	4/26/2019 one-time
G1.B2.S2.MA1  M424193	Students will make an annual year's worth of gain	Lord, Colleen	9/4/2018	iReady assessments for k-5, FSA Reading and Math	4/26/2019 monthly
G1.B2.S2.MA1  M424194	School administration will monitor the in-class support by participating in meetings	Lord, Colleen	9/4/2018	Team meetings and in-class support will be documented through Literacy Coach lesson plans.	4/26/2019 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S2.A1 A388246	Teachers meet with Literacy Coach to group students according to data or areas of greatest need.	Gabbard, Jennifer	9/4/2018	Team meeting minutes	4/26/2019 quarterly
G1.B2.S2.A2 A388247	Teachers and literacy coach choose appropriate interventions based on student need	Lord, Colleen	9/4/2018	Interventions listed in lesson plans	4/26/2019 monthly
G1.B2.S2.A3 A388248	Literacy coach supports and model interventions as needed.	Lord, Colleen	9/4/2018	Lesson plans, Training for teachers	4/26/2019 weekly
G1.B3.S2.MA1 M424197	Classroom walkthroughs will show students are engaged through the Kagan strategies	Lord, Colleen	9/24/2018	Walkthrough data will show strategies used and levels of engagement	4/26/2019 one-time
G1.B3.S2.MA1 M424198	Team meetings to discuss the common strategies which will be used.	Lord, Colleen	9/24/2018	Lesson plans will incorporate the Kagan Cooperative Learning strategies	4/26/2019 quarterly
G1.B3.S2.A1 A388250	Deliver professional development on Kagan strategies (team of teachers who attended the training)	Lord, Colleen	9/24/2018	100 % of the teachers will participate in the training and implement a minimum of 3 strategies in the classroom.	4/26/2019 semiannually
G1.B3.S1.MA1 M424196	Classroom walkthroughs to see implementation	Lord, Colleen	8/13/2018	Walkthrough data on seeing the Thinking Maps used by students.	5/9/2019 monthly
G1.B1.S1.A1 A388243	Conduct schoolwide professional development on Accountable Talk	Gabbard, Jennifer	9/18/2018	100% of the teachers will attend the professional development and be able to identify best practices for accountable talk.	5/10/2019 semiannually
G2.B1.S1.A2 A388253	Professional development will be given on Professional Learning Communities (PLCs) and...	Lord, Colleen	8/28/2018	100% of the teachers will be able to identify best practices for PLCs by the end of the school year	5/10/2019 monthly
G1.MA1 M424201	Student achievement will be evident in all grade levels	Del Tufo, Susan	9/4/2018	An increase in the assessment data and classroom walk through data will be evident.	5/23/2019 quarterly
G3.MA1 M424209	ODR, survey results and PBIS evaluation process for USF	Del Tufo, Susan	8/27/2018	ODR, Survey results, PBIS evaluation will indicate successful implementation of PBIS.	5/24/2019 one-time
G2.B1.S1.MA1 M424203	School coaches and administration will attend collaborative planning sessions and review notes	Del Tufo, Susan	8/29/2017	Team notes will document that 100% of the grade levels are collaboratively planning with data	5/24/2019 monthly
G1.B2.S1.MA1 M424191	Meetings will follow given PLC protocol, with notes including the interventions discussed and...	Lord, Colleen	8/28/2018	100% of the teachers will be implementing Rtl strategies to meet the needs of the students.	5/31/2019 semiannually
G1.B2.S1.MA1 M424192	Monitor the PLCs by attending the meetings, reading notes, and seeing implementation of strategies	Lord, Colleen	8/28/2018	100% of the teachers activity participate in the meetings and implement appropriate intervention strategies in the classroom.	5/31/2019 biweekly
G1.B2.S1.A1 A388245	Meet twice a month in grade level teams (PLCs) to identify student needs and interventions	Lord, Colleen	8/28/2018	100% of the teachers work in grade level teams to analyze data and identify interventions	5/31/2019 biweekly
G2.B1.S1.MA1 M424202	Classroom walk throughs will document the lessons that have been planned to engage students in...	Lord, Colleen	8/27/2019	100% of the teachers will demonstrate the collaborative planning and raise student achievement through engaging lessons	8/27/2019 daily