



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

William H. Bashaw Elementary

3515 57TH ST E

Bradenton, FL 34208

941-741-3307

www.manatee.k12.fl.us

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 69%
Alternative/ESE Center No	Charter School No	Minority Rate 53%

School Grades History

2013-14 C	2012-13 C	2011-12 B	2010-11 A
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SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

William H. Bashaw Elementary

Principal

Josh Bennett

School Advisory Council chair

Alison Kendzior

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Joshua Bennett	Pincipal
Beth Marshall	Assistant Principal
Linda Schneider	Kindergarten
Carolyn Thompson	1st grade
Courtney Walker	2nd grade
Tracey Fitzstephens	3rd grade
Todd Blackmore	4th grade
Susan Bischoff	5th grade
Kim Formosa	ESE
Barbara Sullivan	Music
Jennifer Poole	Guidance

District-Level Information

District

Manatee

Superintendent

Mr. Rick W Mills

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

- Joshua Bennett - Principal
- Alison Kendzior - SAC chair (Parent/Staff)
- Noemi Szilagyi - SAC secretary (Parent)
- Courtney Walker - Teacher

Todd Blackmore - Teacher
Elizabeth Greenwell - Support Staff
Kate Bostic - Parent
Mark Wells - Parent
Josi King - Parent
Tracey Fitzstephens - Parent
Nora Perez - Parent
Holly McAndrew - Parent/PTO member
Heather Williams - Parent/PTO member
Jacob Mast - Business Partner/Community Member

Involvement of the SAC in the development of the SIP

The SAC completes a focused survey each year to support and add to the school improvement plan. This year the SAC will complete a focused survey for the year based on school performance and goals within the SIP plan. From that survey, two or three areas will be determined as focus areas for the work of the SAC this school year.

Activities of the SAC for the upcoming school year

It will be dependent upon the outcomes of the survey and its relationship to our SIP. Schoolwide data will be used to determine the focuses on the survey. Throughout the year, administration will inform SAC of examples and summaries of all PD provided as well as continue to inform them of the student and parent expectations.

Projected use of school improvement funds, including the amount allocated to each project

The school will spend the dedicated funds through the SIP process on supporting the work outlined in our school's plan. The money will be spent on substitutes for covering classrooms during designated training times on components outlined in the SIP. The money will also be spent on substitutes for covering classrooms for grade level and cross grade level collaboration on curriculum and assessment. Although this is only one way to spend the funds, we feel strongly that the need for teacher coverage (ie: substitutes) is critical in supporting teachers in the necessary PD of rigor and collaborative times working towards higher student achievement.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Administration has surveyed all parents at "Back to School Night" regarding the interest in SAC participation. The survey explained the work the SAC does and asked for input on the day and time for meetings. Administration will continue to recruit all demographics so that representation is reflective of student body make-up.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Josh Bennett

Principal

Years as Administrator: 3

Years at Current School: 3

Credentials

Bachelor's in Special Education (LD, BD); Master's in Educational Leadership from the University of South Florida.

Performance Record

Bashaw Elementary School Earned an A in 2010-2011, a B in 2011-2012, and a C in 2012-2013.

Beth Marshall

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

Bachelor's Degree in Elementary Education (1-6); Master's Degree in Varying Exceptionalities; Certification in K-12 Media Specialist and Educational Leadership.

Performance Record

Began Assistant Principal position in Sept. 2012; Bashaw earned a C in 2012-2013.

Classroom Teachers

of classroom teachers

44

receiving effective rating or higher

40, 91%

Highly Qualified Teachers

91%

certified in-field

44, 100%

ESOL endorsed

31, 70%

reading endorsed

6, 14%

with advanced degrees

22, 50%

National Board Certified

2, 5%

first-year teachers

3, 7%

with 1-5 years of experience

2, 5%

with 6-14 years of experience

12, 27%

with 15 or more years of experience

27, 61%

Education Paraprofessionals**# of paraprofessionals**

15

Highly Qualified

15, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

When recruiting staff to our school the administration follows these listed guidelines. The administration pulls the highly qualified, certified teacher list and views a number of components within the applicants' portfolios. The administration narrows the interview list to the top 6-8 candidates for the position. The administration then creates an interview committee (consisting of administration, grade level teacher(s) and sometimes a parent representative) to provide input to the administration through the interview process. The committee then interviews each applicant using a set number of questions related to the School Improvement Plan and other high yield instructional practices. At the conclusion of the interviews, the committee provides the administration with input on the interviewed candidates. The administration then follows up with previous employers and references to get other opinions on the applicant. The principal then makes the decision to hire based on all the evidence from the process.

The school has focused on the retention plan of the newly hired staff and is within the teacher mentoring program part of the School Improvement Plan.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Each teacher hired within our school is mentored and supported in a variety of ways. Teachers are assigned a mentor teacher (usually a same-grade-level peer), and the mentor teacher is part of the school's leadership team. The leadership team had discussed being focused on the detailed communication with all staff, especially the new teachers, so that support is provided. The administration meets with both the new hire and mentor teacher once a month to discuss various items (classroom management, materials, parent communication, etc) and answer questions and concerns. Within our school district, new teachers are evaluated differently, and using the teacher evaluation process, the administrators make sure that feedback to new teachers is constant and consistent. Administrators also provide feedback to new teachers within informal visits, if needed. The administrators also discuss how things are going one-on-one through the two observations and Professional Development Plan (Deliberate Practice) process where the administrators meet with new teachers three times a year.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Bashaw Leadership Team has created a comprehensive plan for data based problem-solving as it relates to MTSS and our SIP structures. One new component was the creation of the Bashaw Data Team. It was developed to organize and streamline the functional use of data in collaborative conversation within the school. This data team will organize the various tier 1 data in simple yet purposeful ways by school, team and individual teachers. After the data is organized, it will be transferred to one of three teams. If it is for monitoring of core instruction or monitoring resource allocation, the data could be sent to the school's team leaders. If it is for monitoring of team or individual teacher core instruction and the monitoring of resources used, the data could be sent to the grade level teams so they can discuss and problem solve (using 8 step process) during their collaborative professional learning community. If the data is for monitoring individual students, then the data could be sent to the school problem solving team for additional collaboration and problem solving.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school leadership team members are vital members of all discussions related to the SIP and the school's MTSS processes. Several team members attended the DA Academy this summer where planning and problem solving began for this year's SIP. Further discussions and goals were set at school-based meetings. Once the SIP is created and approved for final draft, it will be reviewed by the leadership team as they will continue to set goals and make plans for PLCs, both grade level and schoolwide.

Leadership team members also have vital roles with MTSS as they communicate both to and from administration and guidance regarding student needs and achievement. They are held responsible for leading data-collecting efforts for both baseline data and progress monitoring.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Every other week the data team, a subset of the Leadership Team, will meet to organize data from the previous two week window. The goal of the data team is to organize the data and share it out to the proper team(s) for discussion and problem-solving. The data that will be monitored school wide will be universal assessments, K-2 FAIR, and CC unit and topic assessments. For 3rd - 5th grade, the team will monitor school wide unit and quarterly assessments. The leadership team will have conversations and problem-solve around the data and make decisions for next steps.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

We will use a variety of data sources as highlighted in the last answer to monitor student tier one progress. The primary management system will be a school wide data notebook and spreadsheet where teachers track their students' progress. In intermediate grades, the teachers will have access to the Quick Query system so they can do a deeper analysis of data to look at specific standards and do item analysis following specific assessments.

Supplemental data for tier #2 will be monitored by the school wide data team and leadership team, grade level PLCs through weekly meetings, and by individual teachers during small group intervention. The outcome will determine if an intervention should continue or be changed to yield better outcomes back to

grade level expectations. For students in intensive support groups, we will monitor more frequently and the PST (now Intensive Support Team) will discuss these students weekly and monitor their tiered intervention and data points more closely. The team will constantly problem solve to determine what other interventions can be done to improve or yield better outcomes.

The areas of behavior and attendance will be monitored by both the school's data team and the Intensive Support Team. The school has specific plans for both tiered intervention for behavior and attendance as these needs arise, including involvement of school personnel such as our social worker, guidance counselor, school psychologist and district attendance staff.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The overall goal of Bashaw Elementary Leadership is to build capacity as a school following the eight step problem solving process. This paradigm will require training of key staff to facilitate meetings and to drill the importance of and benefits in problem solving. The guidance counselor will work with grade level teams to collect and monitor data through which understanding of the MTSS process will be attained. Parents will be included within conversations to be used as a resource and tool in an effort to be part of the brainstorming for solutions within the problem-solving process. This will occur through our monthly newsletters and at SAC meetings. Together the school and home will work together to create comprehensive plans to support students and to yield higher achievement.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Joshua Bennett	Principal
Beth Marshall	Assistant Principal
Kathlyn Seekins	Media Specialist
Kelly Crawford	Kindergarten
Carolyn Thompson	First Grade
Deb Zanders	First Grade
Courtney Walker	Second Grade
Melissa Caldwell	Third Grade
Tracey Fitzstephens	Third Grade
Todd Blackmore	Fourth Grade
Carly Sauerbeck	Fourth Grade
Susan Meiler	Fourth Grade
Susan Bischoff	Fifth Grade

How the school-based LLT functions

The SLLT meets bimonthly before school for at least 45 minutes. Membership is voluntary and is open to any/all interested teachers. The expectation is that this group will help facilitate professional development throughout the school year, in addition to growing in their own knowledge and expertise of best literacy practices.

An initial agenda is created by the administration based upon goals set by the previous year's team. From that point on, the last few minutes of each meeting are used to set the agenda for the next meeting.

Major initiatives of the LLT

The three initiatives that the Literacy Leadership Team will support are: becoming trainers for the school's instructional expectations, providing school support for specific instructional strategies that are listed on our school expectations, and to be learners themselves in the mini-trainings provided during the SLLT meeting time. The specific focuses will be implementation of common core standards, understanding of rigor and its place in effective instruction, collaboration, writing workshop implementation and to support our school wide instructional expectations.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

The Bashaw Leadership Team has created a specific plan to assist students in the preschool transition. During the third quarter, our staff invites local preschool students and staff to an open house during school hours. Students that come with their preschool get a 1/2 day orientation in our kindergarten classrooms. We do outreach to students listed in other preschool schools across the district to inform the parents through mail-outs about our schools Kindergarten Round-Up. We hold a Kindergarten Round-Up during third quarter report card conference night at which parents can register for kindergarten and provide all necessary registration documentation. We surveyed parents during this time, and information from the survey will be used by the teachers in the transition process. Information gathered is meant to inform teachers of the background of our incoming students and foster the best environment and supports possible for each new student.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	49%	No	67%
American Indian				
Asian				
Black/African American	44%	31%	No	50%
Hispanic	52%	37%	No	57%
White	73%	57%	No	75%
English language learners	41%	21%	No	47%
Students with disabilities	46%	29%	No	51%
Economically disadvantaged	57%	40%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	73	23%	28%
Students scoring at or above Achievement Level 4	72	22%	27%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		88%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	92	47%	64%
Students in lowest 25% making learning gains (FCAT 2.0)	50	42%	59%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	31	51%	56%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	16	26%	31%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	15	25%	30%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	38	38%	55%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	53%	No	61%
American Indian				
Asian				
Black/African American	38%	35%	No	44%
Hispanic	49%	46%	No	54%
White	65%	61%	No	69%
English language learners	41%	37%	No	47%
Students with disabilities	40%	35%	No	46%
Economically disadvantaged	48%	43%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	98	31%	36%
Students scoring at or above Achievement Level 4	74	23%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		50%
Students scoring at or above Level 7	[data excluded for privacy reasons]		25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	125	64%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	50	68%	84%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	19%	24%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		14%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		100%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		20
Participation in STEM-related experiences provided for students	618	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	43	14%	7%
Students retained, pursuant to s. 1008.25, F.S.	12	2%	1%
Students who are not proficient in reading by third grade	49	47%	52%
Students who receive two or more behavior referrals	46	7%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	23	4%	3%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Bashaw has worked collaboratively to create a community-based school focused on families. The Bashaw Leadership team has worked to create experiences such as open house, report card night(s), science night, math night, literacy night, and an annual art and music festival. The school has also done some global outreach fundraising for organizations such as the Larry King Cardiac Foundation and the JDRF (Juvenile Diabetes Research Foundation). The Bashaw Pride (PTO) has created unique ways to increase parent involvement through Spirit Nights, annual Family Movie Night, Daddy/Daughter Night, Son and Fun Night and other fundraising opportunities. These items were planned during the summer so that they could be spread out strategically throughout the school calendar.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Report Card Nights	497	75%	100%
Curriculum Nights (Literacy, Science, Math)	155	25%	30%

Goals Summary

- G1.** 69% of students will score at or above a level 3 on the FCAT Mathematics.
- G2.** 56% of our fourth grade students will score at or above a 3.5 on the FCAT Writes.
- G3.** 38% of 5th grade students will score at or above proficiency level on FCAT Science.
- G4.** 65% of students will score at or above a level 3 on the FCAT reading.

Goals Detail

G1. 69% of students will score at or above a level 3 on the FCAT Mathematics.

Targets Supported

Resources Available to Support the Goal

- Curriculum Mapping
- Go Math Series - core resources
- Supplemental Materials (40 days, Drops in the Bucket, Powermath)
- Math Workshop Model - structure
- Professional Learning Communities at each grade level
- Common Planning time
- Benchmark Assessments (fostering reteaching, gives year-to-date data)
- Facilitate schedule for the use of computer labs
- Access to Data
- Successmaker computer software
- District created K-2 Topic and Unit Assessments, 3rd-5th Unit and Quarterly Assessments.

Targeted Barriers to Achieving the Goal

- definition of Rigor, "Go Math" materials are not rigorous enough to support the level needed for FCAT 2.0 or CC standards.
- Lack of team understanding of collaboration, defining the term. Lack of problem solving using data to inform decision making.

Plan to Monitor Progress Toward the Goal

Reading proficiency should increase as more effective and worthwhile data-driven collaboration is present.

Person or Persons Responsible

Administration/ Data Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Over time with more collaboration in the teaching and learning cycle, the percentage of proficiency will increase.

G2. 56% of our fourth grade students will score at or above a 3.5 on the FCAT Writes.

Targets Supported

- Writing

Resources Available to Support the Goal

- District Writing Assessments
- School Rubrics that break the FCAT rubric into manageable components.
- Teachers understanding of conferring to provide feedback to students.
- Curriculum maps that lay out standards in a sequential path.
- Experience of teachers in the area of teaching writing in 4th grade, so that coaching can be done with new teacher.
- CC curriculum road maps that link writing across all content areas.
- Previous year's focus on writing which lead to cross grade level collaboration of expectations in the area of process writing.

Targeted Barriers to Achieving the Goal

- Not having a common shared instructional block with common language (Writing Workshop)

Plan to Monitor Progress Toward the Goal

Grade level prompts will be collected and organized to determine if the proficiency rate is increasing toward expectation.

Person or Persons Responsible

Data Team working with grade level teams (PLCs)

Target Dates or Schedule:

Student results will be collected during the district writing assessment window.

Evidence of Completion:

Each teacher will have a writing result page turned into the office for data review.

G3. 38% of 5th grade students will score at or above proficiency level on FCAT Science.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Core materials
- Science lab space & opportunity
- Grade level PLCs to collaborate instruction/assessment

Targeted Barriers to Achieving the Goal

- Student lack of background knowledge coming into year tested on FCAT; Lack of support for science instruction K-5

Plan to Monitor Progress Toward the Goal

Improved achievement on assessments completed online by 5th grade students. Increased science grades on all other grade level report cards.

Person or Persons Responsible

Administration/ Data team

Target Dates or Schedule:

Bimonthly - data meetings Quarterly - lab observations

Evidence of Completion:

Overall increase in science proficiency as measured by unit assessments and the FCAT 2.0 Science for 5th grade students.

G4. 65% of students will score at or above a level 3 on the FCAT reading.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

Resources Available to Support the Goal

- District Roadmaps - NGSSS standards clearly outlined by grade level and quarter
- Access to data - Using district data management systems such as Focus and Quick Query in addition to school data organized by the guidance counselor
- skilled staff - Staff actively engaged in PD supporting movement towards the school goal
- comprehension toolkit - Primary resource to help build foundation towards FCAT testing years
- PLC teams - Set schedule for all staff to meet monthly and teams to meet 3 times per month for professional learning and data analysis.
- Common Planning Time - all grade levels schedule for daily common planning
- vertical teaming - Plans to allow groups as primary (K-2) and intermediate (3-5) to meet and plan in addition to K-5 scaffolding as part of schoolwide PLC one time per month
- uninterrupted reading block of instruction - all grade levels K-5 have 90 min. uninterrupted in their schedules.
- data team - Staff members meeting bimonthly to review and extrapolate data useful for teams/ staff
- Successmaker

Targeted Barriers to Achieving the Goal

- little evidence of PD implementation and lack of PD - amount of PD provided in last few years is not widely evident in all classrooms; inconsistent implementation of school expectations; Limited common instructional components across grade level

Plan to Monitor Progress Toward the Goal

All goals are attainable through implementation of the professional expectations, therefore, increased consistency will show in our overall data.

Person or Persons Responsible

School Data Team/ Leadership Team

Target Dates or Schedule:

Unit assessment results will be available every 4-5 weeks as well as quarterly assessments, which will be indicators of our overall progress towards the goal of increased proficiency.

Evidence of Completion:

Data notebooks kept by each teacher reflecting school, grade level and classroom data.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. 69% of students will score at or above a level 3 on the FCAT Mathematics.

G1.B1 definition of Rigor, "Go Math" materials are not rigorous enough to support the level needed for FCAT 2.0 or CC standards.

G1.B1.S1 Defining and creating a definition for rigor as a school.

Action Step 1

First session will be collaboratively creating a definition of rigor. The leadership team will then create one comprehensive definition from all staff input. The second session will be a complete training on the Webb's Depth of Knowledge. The training will focus on questioning using language stems for the different DOK areas. The other focus will be using the Webb's Depth of Knowledge to understand how it relates to tasks presented for students to do within a lesson. Follow up training will then be application into lesson planning and task assignments.

Person or Persons Responsible

Joshua Bennett - Principal Beth Marshall - Assistant Principal

Target Dates or Schedule

PreSchool inservice; school PLC training days with staff

Evidence of Completion

Dates of trainings: August 13, 2013 September 11, 2013 other staff PLC dates as scheduled

Facilitator:

Joshua Bennett Beth Marshall

Participants:

All instructional staff

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

Agendas created from the meeting with written outcomes.

Person or Persons Responsible

Joshua Bennett - Principal Beth Marshall - Assistant Principal

Target Dates or Schedule

Definition will be created within the first month of school and presented at schoolwide PLC.

Evidence of Completion

Posted definition will become part of each agenda used school wide.

Plan to Monitor Effectiveness of G1.B1.S1

Increase rigor in both classroom questioning and tasks will be evident after the training.

Person or Persons Responsible

Joshua Bennett - Principal Beth Marshall - Assistant Principal

Target Dates or Schedule

Immediately after the last training on September 11, 2013.

Evidence of Completion

The evidence within the feedback on classroom walk-throughs and informal notes after each classroom visit as it relates to rigor.

G1.B1.S2 Professional Learning on a School PLC day on creating a clearer view of rigor as it relates to Webb's Depth of Knowledge. Webb's understanding will be connected to both teacher questioning and task within instruction.

Action Step 1

Ongoing Professional development applying knowledge of Webb's DOK to lesson plans - both teacher instruction and student tasks; using (but not limited to) DOK chart, question/ task stems, PD 360 videos

Person or Persons Responsible

All instructional staff

Target Dates or Schedule

Staff PLC dates as well as grade level PLC days

Evidence of Completion

Evidence will be captured in walkthroughs, informal classroom visits and discussions as well as on "Rigor Notes" left for teacher by administrators when rigorous activities observed

Facilitator:

Josh Bennett - Principal Beth Marshall - Assistant Principal

Participants:

All instructional staff

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

Teacher understanding and use of higher levels of Webb's DOK

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Evident through informal and formal walkthroughs; notes collected reflecting rigorous tasks; lesson plans reflecting more rigorous tasks and instruction

Plan to Monitor Effectiveness of G1.B1.S2

Increase of rigor in instruction and learning tasks

Person or Persons Responsible

Staff and students

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans reflecting more rigorous teaching and learning; walkthrough evidence

G1.B4 Lack of team understanding of collaboration, defining the term. Lack of problem solving using data to inform decision making.

G1.B4.S1 Defining collaboration

Action Step 1

Staff activity of creating definition of collaboration

Person or Persons Responsible

All instructional staff

Target Dates or Schedule

Preschool inservice day

Evidence of Completion

Definitions created by groups will be collected and shared with leadership team who will then combine key words and phrases to create one definition which captures input from all

Facilitator:

Josh Bennett - Principal Beth Marshall - Assistant Principal

Participants:

All instructional staff

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

Defining collaboration

Person or Persons Responsible

Instructional staff

Target Dates or Schedule

Preschool/ first month

Evidence of Completion

Completed definition created from ideas of entire staff and formulated by leadership team

Plan to Monitor Effectiveness of G1.B4.S1

Collaboration understood and implemented among all teams/ instructional groups

Person or Persons Responsible

All instructional staff/ administration

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC/meeting agendas and notes should reflect collaboration; data team notes on topics to share

G1.B4.S3 Determine focused topics around assessment results as it relates to rigor.

Action Step 1

Data Team setting PLC agendas to facilitate data-driven collaborative discussions

Person or Persons Responsible

Data Team/ Grade Level PLCs

Target Dates or Schedule

Data Team meets bimonthly; grade level PLCs meet 3-4 times per month

Evidence of Completion

Principal will collect agendas and notes following each PLC to reflect discussions and plans for each grade level.

Plan to Monitor Fidelity of Implementation of G1.B4.S3

Data team meeting regularly and selection of data to share as appropriate to grade level groups

Person or Persons Responsible

Administration/ Data Team

Target Dates or Schedule

Weekly

Evidence of Completion

Agenda notes from data team meetings (planning) followed by PLC agendas and notes of results from those discussions

Plan to Monitor Effectiveness of G1.B4.S3

Outcome of PLC discussions reflective of reteaching and increased mastery for all grade levels

Person or Persons Responsible

Administration and Leadership team

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans reflecting action based upon collaborative discussions focused upon data as determined by data team

G2. 56% of our fourth grade students will score at or above a 3.5 on the FCAT Writes.

G2.B5 Not having a common shared instructional block with common language (Writing Workshop)

G2.B5.S1 Professional Development on Writing Workshop.

Action Step 1

Providing specific training using common resources in the Writing Workshop model.

Person or Persons Responsible

Joshua Bennett - Principal Beth Marshall - Assistant Principal

Target Dates or Schedule

Through our school PLC Wednesday morning times.

Evidence of Completion

Agendas with specific training components, and next steps for teachers to do before next session.

Facilitator:

School Literacy Team members.

Participants:

Joshua Bennett - Principal Beth Marshall - Assistant Principal

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

Agendas of trainings with action needed for teachers to implement.

Person or Persons Responsible

Joshua Bennett - Principal Beth Marshall - Assistant Principal

Target Dates or Schedule

After each training teachers will need to do a follow up within the learning to move to full implementation.

Evidence of Completion

The evidence of implementation of this strategy will be done through our classroom visits as we look deeply at the classroom environment pieces.

Plan to Monitor Effectiveness of G2.B5.S1

Student Assessment results at each grade level.

Person or Persons Responsible

Joshua Bennett - Principal Beth Marshall - Assistant Principal

Target Dates or Schedule

During the District Assessment windows.

Evidence of Completion

Data will be collected and dissected by the data team to determine if student growth is linear and consistent from classroom to classroom.

G3. 38% of 5th grade students will score at or above proficiency level on FCAT Science.

G3.B2 Student lack of background knowledge coming into year tested on FCAT; Lack of support for science instruction K-5

G3.B2.S1 Schoolwide emphasis on professional expectations in the area of science including all students having 4 standard-based lab experiences this school year

Action Step 1

Science area of professional expectations reviewed at beginning of year Grade levels collaborate on instruction including planning for 4 hands-on lab experiences based on standard(s) from that quarter. Unit/quarterly assessments monitored for mastery (or lack of) standards

Person or Persons Responsible

Grade Level teams

Target Dates or Schedule

Quarterly labs; more frequent planning/discussion around science standards

Evidence of Completion

Agendas & notes from planning/leadership meetings. Lesson plans & administration observation of labs; student evidence through journals or reflections on learned material. Data from online assessments.

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

Monitor lesson plans for labs in science lab portable Observe labs at all grade levels

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans reflecting lab work; informal walkthroughs at lab times

Plan to Monitor Effectiveness of G3.B2.S1

Quarterly lab experiences for all grade levels

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Team leaders sharing at end of quarter about the grade level's experience and results of learning.

G4. 65% of students will score at or above a level 3 on the FCAT reading.

G4.B3 little evidence of PD implementation and lack of PD - amount of PD provided in last few years is not widely evident in all classrooms; inconsistent implementation of school expectations; Limited common instructional components across grade level

G4.B3.S1 Refinement through PD of professional expectations from past in addition to new expectations followed by feedback directly related to these expectations.

Action Step 1

Explore all areas of Professional Expectations document. Offer cadres and support on specific areas to help close gap in implementation across campus. Observe teachers/instruction and provide feedback.

Person or Persons Responsible

Administration/ Leadership team

Target Dates or Schedule

Preschool (refinement) and Staff PLCs monthly

Evidence of Completion

Agendas for planning sessions and notes of meetings. Feedback notes in walkthroughs and observations through online evaluation system.

Facilitator:

Administration/ Leadership team

Participants:

Administration/ Leadership team

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Observe meetings and participate in grade level PLCs led by leadership team members. Plan agenda discussions centered around professional expectations.

Person or Persons Responsible

Administration/ Leadership Team

Target Dates or Schedule

Monthly Leadership/ Weekly PLCs

Evidence of Completion

Agenda meetings and notes as well as reports to leadership team

Plan to Monitor Effectiveness of G4.B3.S1

Observation of professional expectations and evidence through planning and instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing and frequent

Evidence of Completion

More common language of instructional work and strategies

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. 69% of students will score at or above a level 3 on the FCAT Mathematics.

G1.B1 definition of Rigor, "Go Math" materials are not rigorous enough to support the level needed for FCAT 2.0 or CC standards.

G1.B1.S1 Defining and creating a definition for rigor as a school.

PD Opportunity 1

First session will be collaboratively creating a definition of rigor. The leadership team will then create one comprehensive definition from all staff input. The second session will be a complete training on the Webb's Depth of Knowledge. The training will focus on questioning using language stems for the different DOK areas. The other focus will be using the Webb's Depth of Knowledge to understand how it relates to tasks presented for students to do within a lesson. Follow up training will then be application into lesson planning and task assignments.

Facilitator

Joshua Bennett Beth Marshall

Participants

All instructional staff

Target Dates or Schedule

PreSchool inservice; school PLC training days with staff

Evidence of Completion

Dates of trainings: August 13, 2013 September 11, 2013 other staff PLC dates as scheduled

G1.B1.S2 Professional Learning on a School PLC day on creating a clearer view of rigor as it relates to Webb's Depth of Knowledge. Webb's understanding will be connected to both teacher questioning and task within instruction.

PD Opportunity 1

Ongoing Professional development applying knowledge of Webb's DOK to lesson plans - both teacher instruction and student tasks; using (but not limited to) DOK chart, question/ task stems, PD 360 videos

Facilitator

Josh Bennett - Principal Beth Marshall - Assistant Principal

Participants

All instructional staff

Target Dates or Schedule

Staff PLC dates as well as grade level PLC days

Evidence of Completion

Evidence will be captured in walkthroughs, informal classroom visits and discussions as well as on "Rigor Notes" left for teacher by administrators when rigorous activities observed

G1.B4 Lack of team understanding of collaboration, defining the term. Lack of problem solving using data to inform decision making.

G1.B4.S1 Defining collaboration

PD Opportunity 1

Staff activity of creating definition of collaboration

Facilitator

Josh Bennett - Principal Beth Marshall - Assistant Principal

Participants

All instructional staff

Target Dates or Schedule

Preschool inservice day

Evidence of Completion

Definitions created by groups will be collected and shared with leadership team who will then combine key words and phrases to create one definition which captures input from all

G2. 56% of our fourth grade students will score at or above a 3.5 on the FCAT Writes.

G2.B5 Not having a common shared instructional block with common language (Writing Workshop)

G2.B5.S1 Professional Development on Writing Workshop.

PD Opportunity 1

Providing specific training using common resources in the Writing Workshop model.

Facilitator

School Literacy Team members.

Participants

Joshua Bennett - Principal Beth Marshall - Assistant Principal

Target Dates or Schedule

Through our school PLC Wednesday morning times.

Evidence of Completion

Agendas with specific training components, and next steps for teachers to do before next session.

G4. 65% of students will score at or above a level 3 on the FCAT reading.

G4.B3 little evidence of PD implementation and lack of PD - amount of PD provided in last few years is not widely evident in all classrooms; inconsistent implementation of school expectations; Limited common instructional components across grade level

G4.B3.S1 Refinement through PD of professional expectations from past in addition to new expectations followed by feedback directly related to these expectations.

PD Opportunity 1

Explore all areas of Professional Expectations document. Offer cadres and support on specific areas to help close gap in implementation across campus. Observe teachers/instruction and provide feedback.

Facilitator

Administration/ Leadership team

Participants

Administration/ Leadership team

Target Dates or Schedule

Preschool (refinement) and Staff PLCs monthly

Evidence of Completion

Agendas for planning sessions and notes of meetings. Feedback notes in walkthroughs and observations through online evaluation system.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Total
NA	\$0		\$0
SIP	\$0		\$0
SIP plan	\$0		\$0
	\$0		\$0
Total	\$0		\$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. 69% of students will score at or above a level 3 on the FCAT Mathematics.

G1.B1 definition of Rigor, "Go Math" materials are not rigorous enough to support the level needed for FCAT 2.0 or CC standards.

G1.B1.S1 Defining and creating a definition for rigor as a school.

Action Step 1

First session will be collaboratively creating a definition of rigor. The leadership team will then create one comprehensive definition from all staff input. The second session will be a complete training on the Webb's Depth of Knowledge. The training will focus on questioning using language stems for the different DOK areas. The other focus will be using the Webb's Depth of Knowledge to understand how it relates to tasks presented for students to do within a lesson. Follow up training will then be application into lesson planning and task assignments.

Resource Type

Professional Development

Resource

Training for teachers during the day

Funding Source

NA

Amount Needed

\$0

G2. 56% of our fourth grade students will score at or above a 3.5 on the FCAT Writes.

G2.B5 Not having a common shared instructional block with common language (Writing Workshop)

G2.B5.S1 Professional Development on Writing Workshop.

Action Step 1

Providing specific training using common resources in the Writing Workshop model.

Resource Type

Professional Development

Resource

Training for teachers during the student day, Units of Study, curriculum road maps, Book Study

Funding Source

SIP

Amount Needed

\$0

G3. 38% of 5th grade students will score at or above proficiency level on FCAT Science.

G3.B2 Student lack of background knowledge coming into year tested on FCAT; Lack of support for science instruction K-5

G3.B2.S1 Schoolwide emphasis on professional expectations in the area of science including all students having 4 standard-based lab experiences this school year

Action Step 1

Science area of professional expectations reviewed at beginning of year Grade levels collaborate on instruction including planning for 4 hands-on lab experiences based on standard(s) from that quarter. Unit/quarterly assessments monitored for mastery (or lack of) standards

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4. 65% of students will score at or above a level 3 on the FCAT reading.

G4.B3 little evidence of PD implementation and lack of PD - amount of PD provided in last few years is not widely evident in all classrooms; inconsistent implementation of school expectations; Limited common instructional components across grade level

G4.B3.S1 Refinement through PD of professional expectations from past in addition to new expectations followed by feedback directly related to these expectations.

Action Step 1

Explore all areas of Professional Expectations document. Offer cadres and support on specific areas to help close gap in implementation across campus. Observe teachers/instruction and provide feedback.

Resource Type

Evidence-Based Program

Resource

PD 360, time for training, substitutes

Funding Source

SIP plan

Amount Needed

\$0