

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Bonneville Elementary  
14700 SUSSEX DR  
Orlando, FL 32826  
407-249-6290

### School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 81%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 65%

### School Grades History

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<b>2013-14</b> C	<b>2012-13</b> C	<b>2011-12</b> B	<b>2010-11</b> B
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### SIP Authority and Template

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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

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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

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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

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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

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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

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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

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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

Bonneville Elementary

##### Principal

Kimrey Sheehan

##### School Advisory Council chair

Heba Itani

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

Name	Title
Maria Murray	Curriculum Resource Teacher
Kimberly Quigley	Reading Coach
Kristy Logue	Math Coach
Karen Nichols	Staffing Specialist
Kimberly Blankenship	Behavior Specialist
Adrienne Yuen	Guidance Counselor

#### District-Level Information

##### District

Orange

##### Superintendent

Dr. Barbara M Jenkins

##### Date of school board approval of SIP

1/28/2014

### 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

Our SAC committee consists of a select parents, teachers, and community members that represent the demographics of our school.

#### Involvement of the SAC in the development of the SIP

The SAC committee reviews our school improvement plan in monthly meetings.

#### Activities of the SAC for the upcoming school year

SAC members will examine student achievement data, review the various programs offered for students in the areas of reading, math, science, and writing. SAC members will be invited to a showcase highlighting school census and training.

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

Because the school performance grade dropped from a "B" to a "C," school recognition funds were not earned for the 2013-2014 school year.

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

In Compliance

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

**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**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Kimrey Sheehan**

Principal

Years as Administrator: 15

Years at Current School: 1

**Credentials**

Bachelors of Science Psychology  
 Bachelors of Arts English  
 Master of Education Educational Leadership

**Performance Record**

SY 2012-2013 Bonneville Elementary School  
 School grade: C  
 Reading proficiency: 66%  
 Learning gains:66%  
 Lowest 25%: 64%  
 Math proficiency: 61%  
 Learning gains: 70%  
 Lowest 25%: 50%  
 Total points: 490  
 SY 2011-2012 Bonneville Elementary School  
 School grade: B  
 Reading proficiency: 65%  
 Learning gains: 72%  
 Lowest 25%: 67%  
 Math proficiency: 63%  
 Learning gains: 64%  
 Lowest 25%:57  
 Total points: 522  
 SY 2011-2012 East River High School  
 School grade: B  
 SY 2010-2011 Winter Park High School  
 School grade: A  
 AYP Not Met  
 Reading proficiency: 65%  
 Learning gains: 59%  
 Lowest 25: 45%  
 Math proficiency: 83%  
 Learning gains: 74%  
 Lowest 25%: 59%  
 Total points: 529

**Instructional Coaches**

**# of instructional coaches**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Maria Murray**

Full-time / School-based                      Years as Coach: 3                      Years at Current School: 4

**Areas**    Other

**Credentials**                                      Bachelors of Science Elementary Education  
 Masters of Teacher Leadership with a specialization in Urban Education  
 ESOL endorsed

**Performance Record**

SY 2012-2013 Bonneville Elementary School  
 School grade: C  
 Reading proficiency: 66%  
 Learning gains:66%  
 Lowest 25%: 64%  
 Math proficiency: 61%  
 Learning gains: 70%  
 Lowest 25%: 50%  
 Total points: 490

SY 2011-2012 Bonneville Elementary School  
 School grade: B  
 Reading proficiency: 65%  
 Learning gains:72%  
 Lowest 25%: 67%  
 Math proficiency: 63%  
 Learning gains: 64%  
 Lowest 25%: 57%  
 Total points: 522

SY 2010-2011 Bonneville Elementary School  
 School grade: B  
 AYP Not Met  
 Reading proficiency: 85%  
 Learning gains:66%  
 Lowest 25%: 43%  
 Math proficiency: 82%  
 Learning gains: 68%  
 Lowest 25%: 63%  
 Total points: 567



**Kimberly Quigley**

Full-time / School-based                      Years as Coach: 2                      Years at Current School: 3

**Areas**    Reading/Literacy

**Credentials**                                      Bachelors of Science Early Childhood Education  
 Certification of Elementary Education  
 ESOL endorsed

**Performance Record**

SY 2012-2013 Bonneville Elementary School  
 School grade: C  
 Reading proficiency: 66%  
 Learning gains:66%  
 Lowest 25%: 64%  
 Math proficiency: 61%  
 Learning gains: 70%  
 Lowest 25%: 50%  
 Total points: 490

SY 2011-2012 Bonneville Elementary School  
 School grade: B  
 Reading proficiency: 65%  
 Learning gains:72%  
 Lowest 25%: 67%  
 Math proficiency: 63%  
 Learning gains: 64%  
 Lowest 25%: 57%  
 Total points: 522

SY 2010-2011 Bonneville Elementary School  
 School grade: B  
 AYP Not Met  
 Reading proficiency: 85%  
 Learning gains:66%  
 Lowest 25%: 43%  
 Math proficiency: 82%  
 Learning gains: 68%  
 Lowest 25%: 63%  
 Total points: 567

<b>Kristy Logue</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 2
<b>Areas</b>	Mathematics	
<b>Credentials</b>	Bachelors of Science Elementary Education Masters of Education Mathematical Education ESOL endorsed	
<b>Performance Record</b>	<p>SY 2012-2013 Bonneville Elementary School                      School grade: C                      Reading proficiency: 66%                      Learning gains:66%                      Lowest 25%: 64%                      Math proficiency: 61%                      Learning gains: 70%                      Lowest 25%: 50%                      Total points: 490</p> <p>SY 2011-2012 Bonneville Elementary School                      School grade: B                      Reading proficiency: 65%                      Learning gains:72%                      Lowest 25%: 67%                      Math proficiency: 63%                      Learning gains: 64%                      Lowest 25%: 57%                      Total points: 522</p> <p>SY 2010-2011 Palmetto Elementary School                      School grade: C                      AYP Not Met                      Reading proficiency: 47%                      Learning gains:59%                      Lowest 25%: 59%                      Math proficiency: 49%                      Learning gains: 66%                      Lowest 25%: 69%                      Total points: 459</p>	

**Classroom Teachers**

<b># of classroom teachers</b>	44
<b># receiving effective rating or higher</b>	43, 98%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	44, 100%

**# ESOL endorsed**

28, 64%

**# reading endorsed**

7, 16%

**# with advanced degrees**

14, 32%

**# National Board Certified**

3, 7%

**# first-year teachers**

3, 7%

**# with 1-5 years of experience**

14, 32%

**# with 6-14 years of experience**

20, 45%

**# with 15 or more years of experience**

7, 16%

**Education Paraprofessionals**

**# of paraprofessionals**

8

**# Highly Qualified**

8, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**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**

Bonneville Elementary School recruits teachers from the OCPS website, and also works with Human Resources in order to recruit highly-qualified teachers in high needs areas. In order to retain highly qualified teachers, we provide professional development tailored to teachers' needs. Teachers are included in a new teacher orientation, an induction program, and new teacher meetings throughout the school year. Regularly scheduled, monthly professional development is offered for all teachers for ten months each year.

**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**

Mentor teachers are selected based on student achievement, a willingness to collaborate, and recognized teacher-leader traits in classroom and school-wide. Mentors meet with their mentees on a weekly basis to discuss any concerns.

Our new teachers will participate in monthly New Teacher meetings to support new teachers through the school year.

All new teachers are required to complete their first year portfolio of Professional Educational Competencies.

### **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**

At the beginning of the 2013-14 school year, for grades K, 1 and 2, teachers will refer to the FAIR AP3 from the 2012-13 school year to determine initial placement for Tier 1, Tier 2 and possible Tier 3 students. For students new to the state or those who do not have an AP3 score on record, we use STAR data. For grades 3, 4, and 5, teachers will use the first STAR test data or CORE pre-assessments to determine reading levels for students for the MTSS process.

In each primary grade level, students are to be divided into either Tier 1 (which is considered to be Enrichment for students who are at or above grade level), Tier 2 or Tier 3 groups. In K-2, once the needs have been identified, individual teachers will teach the needed skills. For example, if in Kindergarten, the Tier 1 students are working on letter sounds and blending, the Tier 2 skills group(s) might be working on letter recognition. Or, if in 2nd grade the Tier 1 students are doing Reader's Theater with a particular story, the Tier 2 groups might be working on phonic skills, fluency or low level comprehension. It is understood that the Tier 1 group(s) would have a larger number of students in order to keep the Tier 2 groups as small as possible.

In each intermediate grade level, once the STAR test has been administered, students will be divided into performance levels and teachers will use the Benchmark tests to determine the skill students will be working on within the different levels. For instance, if the skill is cause and effect, the Tier 1 students would be working with difficult passages and might complete a paired project after reading the material. The Tier 2 students could do a similar project, but with reading material that is at their grade level so that they continue to focus on the skill with vocabulary support.

When a student has been identified as a Tier 2 student, the homeroom teacher will continue to be responsible to graph the CORE reading assessments which will provide a comparison for the Tier 2 student with the rest of the class. Teachers can use the end of unit CORE reading assessment as the evaluation tool. For the Tier 2 graphs, the teacher who has the student for that instruction will be responsible for completing the graphing with an evaluation every 2 weeks. All student data graphs are on the Sharepoint by Grade Level and Teacher.

When a child is placed in Tier 2, the homeroom teacher will start a RIOT x ICEL form. The Staffing Specialist will train all teachers in the use of this form. The form will be on the computer and will be available if a MTSS meeting is held. Since Tier 2 students are possible ESE students, this form is a requirement as part of the initial paperwork. If the Tier 2 interventions do not work and a child is given Tier 3 instruction, this form will be used as "proof" that the Tier 3 change in instruction was necessary. MTSS-academic meetings will be held on the 2nd Thursday of each month during Special Area times. Teachers will discuss their Tier 2 students and we will monitor their progress. Each grade level will have an Leadership Team member to assist/answer questions about the process. When the MTSS team determines that a child needs to move to Tier 3, an Educational Planning Team meeting will be scheduled through the Staffing Specialist, to include the School Psychologist, to identify the most

needed area of instruction and to make sure that the parent is “officially” aware of their child’s progress. The schedule has been adjusted to allow grade levels teachers to conduct interventions for Tiers 2 students. When necessary, a trained paraprofessional will continue with the Tier 2 interventions and a certified teacher will complete the Tier 3 intervention.

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

The Principal provides a common vision for the use of data-based decision making, ensures the school-based team is implementing MTSS, conducts assessments for MTSS skills for school staff, ensures the implementation of intervention support and documentation, ensures professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

The Staffing Specialist provides bi-weekly MTSS meetings with all grade levels to discuss student progress in the MTSS process, collaborates with general education teacher to alter interventions as necessary based off student data.

General education teachers provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/interventions, integrate Tier 1 materials/instruction with Tier 2/3 interventions and collaborate with other staff members to implement Tier 2 and/or Tier 3 intervention. The Curriculum Resource Teacher and Reading Coach develops, leads, and evaluates school-wide content programs, identifies and implements scientifically-based curriculum and interventions, and provides guidance on pre-kindergarten VE-5 reading programs.

The Behavior Specialist facilitates and evaluates the school-wide behavior program (CHAMPS), provides professional development and support to school staff, participates in the collection and analysis of data, develops and supports Tier 2 and Tier 3 behavioral interventions, and monitors student progress.

The MTSS Leadership team assists with whole-group screening programs that provide early intervening services for children considered "at-risk," assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development and technical assistance to teachers regarding data-based decisions to inform instructional matches, supports the implementation of researched-based programs at Tier 1, Tier 2, and Tier 3, and ensures program fidelity and documentation.

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

The MTSS Leadership team will monitor the intervention charts and graphs completed by the classroom teacher based on progress during Tier 1, Tier 2, and Tier 3 interventions.

During MTSS meetings, specific student progress will be discussed and an action plan will be put into place. The Leadership team will evaluate the effectiveness of interventions and programs.

### **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**

Reading:

Base line data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), Performance Matters, Journeys-unit and benchmark assessments

Progress monitoring: Performance Matters mini-assessments, Curriculum-based measurements (CBM), Florida Assessment for Instruction in Reading (FAIR), intervention-based assessments

Math:

Baseline data: Florida Comprehensive Assessment Test (FCAT), Performance Matters, Go Math unit and benchmark assessments, Moby Max baseline assessments

Progress monitoring: Performance Matters mini-assessments, Curriculum-based measurements (CBM), intervention-based assessment

**Writing:**

Baseline data: OCPS Writes, Core Connections

Progress monitoring: Core Connections, monthly classroom assessments

**Science:**

Baseline data: Performance Matters, Science Fusion unit and benchmark assessments

Progress monitoring: Performance Matters mini-assessments

**Engagement:**

We will monitor student engagement through observations and classroom walk-throughs. Our guidance counselor and attendance clerk will monitor attendance. Our Behavior Specialist will monitor behavior plans. Selected teachers will be trained on implementing student engagement strategies (Kagan structures) in the classroom.

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

School-based MTSS facilitator and MTSS team will provide on-going professional development during teacher's common planning time and in small sessions, if necessary. CHAMPS and Marzano trainings for all staff members will take place during pre-planning week and throughout the academic school year. Continuous support will be given to all staff by the Leadership team.

The MTSS team will also evaluate additional staff professional development needs during bi-weekly MTSS meetings. MTSS meetings will be driven by the data provided by teachers through classroom instruction.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 4,410

Academic Tutoring Services

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Data will be collected through bi-weekly reading and math strands assessments given in Florida-Achieves.com.

**Who is responsible for monitoring implementation of this strategy?**

Maria Murray

**Strategy:** Before or After School Program

**Minutes added to school year:** 1,260

Science Club

**Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Data will be collected through student performance on FCAT and growth on benchmark assessments.

**Who is responsible for monitoring implementation of this strategy?**

Kristy Logue and teacher sponsor

**Strategy:** Extended Day for All Students

**Minutes added to school year:** 54,000

Extended Media Hours

**Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Data will be collected by the number of Accelerated Reader points earned by students.

**Who is responsible for monitoring implementation of this strategy?**

Debra Kendall

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Kimberly Quigley	Reading Coach
Karly Tucker	Kindergarten Teacher
Amy Andrade	First Grade Teacher
Danielle Brancato	Second Grade Teacher
Kimberly McGovern	Third Grade Teacher
Joy Knuelle	Third Grade Teacher
Jessica Boudreau	Fourth Grade Teacher
Lisa Farmer	Fifth Grade Teacher

Name	Title
Maria Murray	Curriculum Resource Teacher
Debra Kendall	Media Specialist

### How the school-based LLT functions

The LLT meets monthly, or as often as needed, to discuss school-wide literacy issues or projects. They are responsible for the Accelerated Reader incentive program, and any school-wide project. They organize and facilitate Reading Parent Night, work together to promote school-wide Book Fairs; collaborate with the MTSS team to monitor the data of Tier 1, Tier 2, and Tier 3 programs, and offer suggestions as needed; members serve as liaisons to the grade level teams, and communicate ideas to teachers.

### Major initiatives of the LLT

During the 2013-2014 school year, the LLT will:

1. Plan and facilitate the school-wide Literacy Day.
2. Review data collected on the core reading, program monitor the effectiveness of Tier 1 instruction, review data from Tier 2 and Tier 3 interventions.
3. Plan and facilitate a Family Reading Night.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

Teachers are held accountable through weekly meetings. Data meetings are held bi-weekly to discuss student progress on state and local assessments. During data meetings, teachers identify specific strategies being taught in the classroom to ensure success. MTSS meetings are held bi-weekly to examine the effectiveness of Tier 2 and Tier 3 interventions.

The Principal, CRT, and Reading Coach will monitor student and teacher data through Performance Matters. Critical conversations will be held to discuss student progress and modeling or classroom assistance will be provided, if needed.

Reading is promoted throughout the school through our Accelerated Reader program and incentives and Reading club for second grade students.

## 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

Transition plans will be created and communicated with parents of preschool children transitioning from early childhood to elementary. Pre-K VE: Pre-school VE students will visit kindergarten classes and parents will meet with pre-school and kindergarten teachers to review kindergarten expectations. Our Pre-K VE parents are routinely welcomed and invited to participate in all Bonneville activities. Pre-K VE parents are invited to all informational meetings about kindergarten and our ASD primary unit in March prior to the start of kindergarten. At the meeting, we will register our students, explain the curriculum, provide parent orientation, introduce teachers, and tour the classrooms. Pre-K VE students will visit kindergarten classrooms in May. Students will stay for part of the reading lesson. They can ask questions of the teacher and other students. This practice will help reduce the anxiety of students starting kindergarten. All parents are invited to attend the Meet Your Teacher event the week prior to



school. In addition, parents are invited to attend the annual Open House event, PTA, SAC, PLC, and ADDitions meeting.

## 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	67%	67%	Yes	70%
American Indian				
Asian				
Black/African American	68%	71%	Yes	72%
Hispanic	58%	58%	Yes	63%
White	72%	74%	Yes	75%
English language learners	53%	50%	No	58%
Students with disabilities	34%	30%	No	41%
Economically disadvantaged	60%	63%	Yes	64%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	81	31%	34%
Students scoring at or above Achievement Level 4	87	34%	37%

#### 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>		53%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	22	64%	67%
Students in lowest 25% making learning gains (FCAT 2.0)	22	64%	67%

**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)	56	61%	64%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	32	35%	38%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	29	32%	35%

**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	37	53%	56%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

**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	65%	61%	No	69%
American Indian				
Asian				
Black/African American	64%	65%	Yes	68%
Hispanic	56%	51%	No	60%
White	71%	71%	Yes	74%
English language learners	53%	45%	No	58%
Students with disabilities	40%	19%	No	46%
Economically disadvantaged	58%	56%	No	62%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	73	28%	31%
Students scoring at or above Achievement Level 4	80	31%	34%

**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%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	98	70%	73%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	18	50%	53%

**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	27	37%	40%
Students scoring at or above Achievement Level 4	16	22%	25%

**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)	40		43
Participation in STEM-related experiences provided for students	522	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	79	15%	12%
Students retained, pursuant to s. 1008.25, F.S.	11	4%	1%
Students who are not proficient in reading by third grade	44	17%	14%
Students who receive two or more behavior referrals	5	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	6	1%	1%

**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**

Bonneville Elementary School will provide several additional resources and programs for parents to encourage and support parent participation in the education of their children. We are sensitive to the varied barriers our families experience. Many may not be able to physically attend campus during school hours due to work commitments. We will provide flexible meeting times and varied activities to increase parent participation.

To further support parents and children, free school supplies will be provided through donations. The Guidance Counselor, and Leadership team will provide free parenting materials, food, counseling, and resources to support our parents at home in their efforts to nurture and educate their children.

We will also provide technological support through our media center and computer labs for those parents in need of technological resources for academic and homework support.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Provide child care during PTA meetings	4	31%	34%
Offer Academic Nights for families to learn how to help their child academically.	400	77%	80%
Provide Annual Parent Meeting to introduce and explain Title 1.	150	29%	31%
Provide ADDitions training for volunteers	30	6%	9%
Offer Meet Your Teacher events at separate times to accommodate schedules	200	38%	41%
Facilitate Open House to educate parents on classroom procedures and curriculum	150	29%	31%

## Goals Summary

- G1.** Bonneville Elementary School will increase the awareness of college and career opportunities in the Orlando area of our low-income students in third grade students.
- G2.** Staff will be educated and trained on new core curriculum in Reading and Math.
- G3.** Students will be actively engaged in their learning process.
- G4.** Student achievement will increase by 3% on FCAT 2.0 in Reading, Math, Science, and Writing.

## Goals Detail

**G1.** Bonneville Elementary School will increase the awareness of college and career opportunities in the Orlando area of our low-income students in third grade students.

### Targets Supported

- Additional Targets

### Resources Available to Support the Goal

- Media specialist
- Guidance counselor

### Targeted Barriers to Achieving the Goal

- Students are unfamiliar with opportunities provided for them beyond school.

### Plan to Monitor Progress Toward the Goal

Bonneville Elementary School will host a College and Career night for parents and students to showcase their awareness of college and career opportunities.

### Person or Persons Responsible

Media specialist

### Target Dates or Schedule:

Tentative date in May

### Evidence of Completion:

College and Career Night

**G2. Staff will be educated and trained on new core curriculum in Reading and Math.**

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

**Resources Available to Support the Goal**

- Journey & Go Math! trainers
- District professional development
- Curriculum Planning days

**Targeted Barriers to Achieving the Goal**

- Time and implementation constraints

**Plan to Monitor Progress Toward the Goal**

Teachers will implement and/or revise lesson plans created during planning days

**Person or Persons Responsible**

Team members

**Target Dates or Schedule:**

Weekly team meetings

**Evidence of Completion:**

Teachers will implement teaching reading and math instruction utilizing Journeys and Go Math! through classroom observations.

**G3. Students will be actively engaged in their learning process.**

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- Marzano - Design Questions 2, 3, and 4.
- Professional Development provided by Leadership Team
- Monthly PLC meeting - Book study on "Becoming a Reflective Teacher" and Deliberate Practice

**Targeted Barriers to Achieving the Goal**

- Teachers lack knowledge to effectively engage students.

**Plan to Monitor Progress Toward the Goal**

Engagement of students

**Person or Persons Responsible**

Kimrey Sheehan, Maria Murray, Kimberly Quigley, Kristy Logue

**Target Dates or Schedule:**

On-going

**Evidence of Completion:**

Documented strategies in lesson plans and iObservation evaluations



**G4. Student achievement will increase by 3% on FCAT 2.0 in Reading, Math, Science, and Writing.**

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- Parental Involvement

**Resources Available to Support the Goal**

- Performance Matters
- Journeys curriculum
- Go Math! curriculum
- Science Fusion curriculum
- Moby Max
- Intervention curriculum
- Florida Ready - FCAT test booklets
- STAMS - intervention
- Zoom In - intervention

**Targeted Barriers to Achieving the Goal**

- Lack of knowledge of new reading and math curriculum (core and intervention materials).
- New student assessment platform and computer-based testing
- Limited parent resources to support learning after school.
- Student scheduling did not account for the needs of our exceptional education students.

**Plan to Monitor Progress Toward the Goal**

Monitoring student progress on assessments

**Person or Persons Responsible**

Kimrey Sheehan, Maria Murray, Kimberly Quigley, Kristy Logue, teachers

**Target Dates or Schedule:**

monthly data meetings

**Evidence of Completion:**

FCAT scores

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Bonneville Elementary School will increase the awareness of college and career opportunities in the Orlando area of our low-income students in third grade students.

**G1.B1** Students are unfamiliar with opportunities provided for them beyond school.

**G1.B1.S1** Provide opportunities for students to explore career and college selection opportunities.

#### Action Step 1

Students will become familiar with different college and career opportunities.

#### Person or Persons Responsible

Media specialist and guidance counselor

#### Target Dates or Schedule

Throughout the year

#### Evidence of Completion

Successful College and Career Night, Teach In surveys

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

Students will have opportunities to research college and career fields.

#### Person or Persons Responsible

Media specialist, teachers

#### Target Dates or Schedule

Throughout the school year

#### Evidence of Completion

Teach In exit slip, media lesson plans

### Plan to Monitor Effectiveness of G1.B1.S1

Students will select areas of interest in specific college and career fields.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Throughout the school year

#### Evidence of Completion

Teach In exit slip

**G2.** Staff will be educated and trained on new core curriculum in Reading and Math.

### G2.B3 Time and implementation constraints

**G2.B3.S1** We will provide quarterly curriculum planning days for teachers to develop unit lessons for all content areas.

#### Action Step 1

Providing quarterly dates for curriculum planning.

#### Person or Persons Responsible

Karen Nichols

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Grade level plans and unit lessons posted on Sharepoint.

### Plan to Monitor Fidelity of Implementation of G2.B3.S1

Effective use of curriculum planning time

#### Person or Persons Responsible

Kimrey Sheehan, Karen Nichols, Maria Murray, Kimberly Quigley, and Kristy Logue

#### Target Dates or Schedule

Designated planning day.

#### Evidence of Completion

Unit lessons and plans posted on Sharepoint.

### Plan to Monitor Effectiveness of G2.B3.S1

Direct classroom observations of strategies written in lesson plans.

#### Person or Persons Responsible

Kimrey Sheehan, Maria Murray, Kimberly Quigley, Kristy Logue

#### Target Dates or Schedule

On-going.

#### Evidence of Completion

Student engagement.

**G2.B3.S2** Substitutes will be utilized to continue classroom instruction and allow time for teachers to attend curriculum planning days.

#### Action Step 1

Providing substitutes for classroom teachers

#### Person or Persons Responsible

Kimrey Sheehan

#### Target Dates or Schedule

on scheduled planning days

#### Evidence of Completion

Completed Certificates of Absence.

### Plan to Monitor Fidelity of Implementation of G2.B3.S2

Certificate of Absences submitted and accurately completed.

#### Person or Persons Responsible

Kimrey Sheehan

#### Target Dates or Schedule

Scheduled planning days

#### Evidence of Completion

Substitutes in classrooms.

## Plan to Monitor Effectiveness of G2.B3.S2

Ensure that substitutes are prepared for classroom needs and that teachers have effectively planned for their substitutes.

### Person or Persons Responsible

Kimrey Sheehan

### Target Dates or Schedule

Scheduled planning days

### Evidence of Completion

Substitute daily report

**G2.B3.S3** We will provide and/or offer training and technology updates when available.

### Action Step 1

Provide training updates on curriculum

#### Person or Persons Responsible

Maria Murray, Kimberly Quigley, Kristy Logue

#### Target Dates or Schedule

Scheduled planning days

#### Evidence of Completion

Unit plans

#### Facilitator:

Maria Murray Kimberly Quigley Kristy Logue

#### Participants:

Teachers

### Plan to Monitor Fidelity of Implementation of G2.B3.S3

Providing trainings on core curriculum

**Person or Persons Responsible**

Maria Murray, Kimberly Quigley, Kristy Logue

**Target Dates or Schedule**

Scheduled planning days

**Evidence of Completion**

Unit plans posted on Sharepoint.

### Plan to Monitor Effectiveness of G2.B3.S3

Staff will be provided training on core curriculum in Reading and Math.

**Person or Persons Responsible**

Staff

**Target Dates or Schedule**

Scheduled planning days

**Evidence of Completion**

Teacher feedback or exit slips on training

**G3. Students will be actively engaged in their learning process.**

**G3.B1 Teachers lack knowledge to effectively engage students.**

**G3.B1.S1 Provide professional development focused on Marzano's Design Questions 2, 3, and 4.**

**Action Step 1**

School leadership team will provide training to teachers on strategies to engage students.

**Person or Persons Responsible**

School Leadership Team

**Target Dates or Schedule**

Monthly Professional Development

**Evidence of Completion**

Implementation of classroom strategies.

**Facilitator:**

School Leadership Team

**Participants:**

All staff

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

Monitoring student engagement of implementation of new strategies.

**Person or Persons Responsible**

Kimrey Sheehan, Maria Murray, Kimberly Quigley, Kristy Logue

**Target Dates or Schedule**

Classroom observations.

**Evidence of Completion**

Student engagement and iObservation evaluations

### Plan to Monitor Effectiveness of G3.B1.S1

Teachers will observe student engagement in the classroom.

#### Person or Persons Responsible

Teacher reflections on levels of student engagement.

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Deliberate Practice elements

**G3.B1.S2** Coordinate a book study, *Becoming a Reflective Teacher*, to expose teachers to effective instructional strategies.

#### Action Step 1

Instructional staff will be part of a book study of *Becoming a Reflective Teacher*.

#### Person or Persons Responsible

All instructional staff

#### Target Dates or Schedule

monthly

#### Evidence of Completion

Self-audits and Deliberate Practice Plans.

#### Facilitator:

Kimberly Quigley Kristy Logue Adrienne Yuen Karen Nichols Kimberly Blankenship Kimrey Sheehan Maria Murray

#### Participants:

Instructional staff



### **Plan to Monitor Fidelity of Implementation of G3.B1.S2**

Facilitators will meet to discuss the group responses of each meeting.

**Person or Persons Responsible**

Group Facilitators

**Target Dates or Schedule**

monthly

**Evidence of Completion**

PLC Meeting notes

### **Plan to Monitor Effectiveness of G3.B1.S2**

Teachers will be evaluated on their knowledge and effectiveness of engaging strategies.

**Person or Persons Responsible**

Kimrey Sheehan, Maria Murray, Kimberly Quigley, Kristy Logue

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Classroom observations

**G3.B1.S3** Provide students with STEM enrichment.

**Action Step 1**

Training and implementation of STEM activities throughout each quarter.

**Person or Persons Responsible**

Kristy Logue, all instructional staff

**Target Dates or Schedule**

During team meetings

**Evidence of Completion**

STEM activities

**Facilitator:**

Kristy Logue and teacher leaders

**Participants:**

Instructional staff

**Plan to Monitor Fidelity of Implementation of G3.B1.S3**

Classroom observations of STEM activities

**Person or Persons Responsible**

Kimrey Sheehan, Maria Murray, Kimberly Quigley, Kristy Logue

**Target Dates or Schedule**

During unit lessons

**Evidence of Completion**

Student products

**Plan to Monitor Effectiveness of G3.B1.S3**

Teachers will monitor student products.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

During unit lessons

**Evidence of Completion**

Completion of STEM activity

**G4.** Student achievement will increase by 3% on FCAT 2.0 in Reading, Math, Science, and Writing.

**G4.B2** New student assessment platform and computer-based testing

**G4.B2.S1** Provide training on Performance Matters.

**Action Step 1**

Provide training to teachers on Performance Matters assessments

**Person or Persons Responsible**

Maria Murray, Kimberly Quigley

**Target Dates or Schedule**

Data meetings and planning days

**Evidence of Completion**

Teacher accessing student data

**Facilitator:**

Maria Murray Kimberly Quigley

**Participants:**

Instructional staff

### **Plan to Monitor Fidelity of Implementation of G4.B2.S1**

Trainers will monitor student data and teacher knowledge of benchmarks.

#### **Person or Persons Responsible**

Maria Murray, Kimberly Quigley

#### **Target Dates or Schedule**

Data meetings and during trainings

#### **Evidence of Completion**

Flexible intervention groups.

### **Plan to Monitor Effectiveness of G4.B2.S1**

Teachers will alter instruction based on data in Performance Matters.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

Learning gains as measured by assessment results.

### **G4.B3 Limited parent resources to support learning after school.**

#### **G4.B3.S1 Offer after-school tutoring opportunities**

##### **Action Step 1**

Third-Fifth grade students will participate in reading and math after school tutoring.

#### **Person or Persons Responsible**

Maria Murray and select teachers

#### **Target Dates or Schedule**

Tuesdays and Thursdays

#### **Evidence of Completion**

Attendance

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

Monitor for student achievement through mini-assessments

**Person or Persons Responsible**

Maria Murray

**Target Dates or Schedule**

Bi-weekly mini assessments

**Evidence of Completion**

Online mini-assessments

### Plan to Monitor Effectiveness of G4.B3.S1

Monitor effectiveness of tutoring sessions

**Person or Persons Responsible**

Maria Murray and select teachers

**Target Dates or Schedule**

Tuesdays and Thursdays

**Evidence of Completion**

Student achievement on assessments and teacher observation

**G4.B3.S2** Provide extended media center hours to encourage student participation in Accelerated Reader.

**Action Step 1**

Media center will be opened for extended morning hours.

**Person or Persons Responsible**

Debra Kendall

**Target Dates or Schedule**

daily

**Evidence of Completion**

Student sign-in log

### Plan to Monitor Fidelity of Implementation of G4.B3.S2

Monitor student usage of extended media hours

**Person or Persons Responsible**

Debra Kendall

**Target Dates or Schedule**

daily

**Evidence of Completion**

AR and STAR achievement.

### Plan to Monitor Effectiveness of G4.B3.S2

Observation of students during extended media time

**Person or Persons Responsible**

Kimrey Sheehan, Debra Kendall

**Target Dates or Schedule**

daily

**Evidence of Completion**

Student achievement in AR, STAR, and Moby Max

### G4.B3.S5 Offer quarterly Academic Parent Nights to inform parents of strategies.

**Action Step 1**

Plan and implement Family Academic Nights

**Person or Persons Responsible**

Leadership team and all instructional staff.

**Target Dates or Schedule**

Throughout the year, dates TBD

**Evidence of Completion**

Parent and student participation in Academic Nights

### Plan to Monitor Fidelity of Implementation of G4.B3.S5

Teams will have committee meetings to plan their Academic Nights

#### Person or Persons Responsible

Leadership and instructional staff.

#### Target Dates or Schedule

Throughout the year, dates TBD

#### Evidence of Completion

Committee plans and meeting minutes

### Plan to Monitor Effectiveness of G4.B3.S5

Committees will implement at least 4 Academic Nights.

#### Person or Persons Responsible

Leadership team and instructional staff

#### Target Dates or Schedule

throughout the year, dates TBD

#### Evidence of Completion

Parent and student participation

### G4.B4 Student scheduling did not account for the needs of our exceptional education students.

**G4.B4.S3** Continue on-going collaboration with the Florida Inclusion Network to fully implement a co-teach model to meet the needs of our exceptional education students.

#### Action Step 1

Resource teachers will plan and teach with general education teachers.

#### Person or Persons Responsible

Kimrey Sheehan, Karen Nichols, Carol Wright, Deborah Pedraza, select teachers

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Student services will be met and learning gains will increase.

### **Plan to Monitor Fidelity of Implementation of G4.B4.S3**

Teachers will be observed on effective classroom instruction.

#### **Person or Persons Responsible**

Kimrey Sheehan, Maria Murray, Kimberly Quigley, Kristy Logue

#### **Target Dates or Schedule**

Classroom observations

#### **Evidence of Completion**

Student engagement and achievement, teacher evaluations

### **Plan to Monitor Effectiveness of G4.B4.S3**

Students will be monitored for their growth in a co-taught classroom.

#### **Person or Persons Responsible**

Kimrey Sheehan

#### **Target Dates or Schedule**

throughout the school year

#### **Evidence of Completion**

Student achievement and learning gains



## Coordination and Integration

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

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

This is the third year Bonneville Elementary is a Title I school. We received money for the 2013-14 school year to spend on school improvement goals. This year, Title I dollars will be utilized in part to fund a partnering resource teacher. Bonneville follows Title 1 protocol to ensure all required documentation is met throughout the academic school year. Bonneville's Staffing Specialist is trained and responsible for meeting Title I expectations.

Bonneville Elementary school will use Title II funds to enhance teacher knowledge on how to support an engaging and rigorous educational environment with our Tier 2 and Tier 3 students. We will purchase materials to support our Tier 2 and Tier 3 learners using effective, instructional practices that enhance student achievement and learning gains.

Bonneville Elementary utilizes Title III funds for educational services, resources, and ELL support are provided through the district to improve the education of immigrant and English Language learners.

Bonneville Elementary will utilize SAI funds to pay teachers to work as tutors in after-school tutoring. Tutoring will take place from October through April twice a week. Tutoring will be offered for our strategic Tier 2 and Tier 3 third, fourth, and fifth grade students. We will also utilize SAI funds for FCAT preparation booklets that are research-based proven to increase student achievement.

Bonneville Elementary offers a variety of parent workshops and educational opportunities throughout the year. Courses that we offer are: How to help your child with homework, what student data really means, FCAT family night, and academic home and school nights.

## 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.*

**G2.** Staff will be educated and trained on new core curriculum in Reading and Math.

**G2.B3** Time and implementation constraints

**G2.B3.S3** We will provide and/or offer training and technology updates when available.

### PD Opportunity 1

Provide training updates on curriculum

#### Facilitator

Maria Murray Kimberly Quigley Kristy Logue

#### Participants

Teachers

#### Target Dates or Schedule

Scheduled planning days

#### Evidence of Completion

Unit plans

**G3.** Students will be actively engaged in their learning process.

**G3.B1** Teachers lack knowledge to effectively engage students.

**G3.B1.S1** Provide professional development focused on Marzano's Design Questions 2, 3, and 4.

**PD Opportunity 1**

School leadership team will provide training to teachers on strategies to engage students.

**Facilitator**

School Leadership Team

**Participants**

All staff

**Target Dates or Schedule**

Monthly Professional Development

**Evidence of Completion**

Implementation of classroom strategies.

**G3.B1.S2** Coordinate a book study, *Becoming a Reflective Teacher*, to expose teachers to effective instructional strategies.

**PD Opportunity 1**

Instructional staff will be part of a book study of *Becoming a Reflective Teacher*.

**Facilitator**

Kimberly Quigley Kristy Logue Adrienne Yuen Karen Nichols Kimberly Blankenship Kimrey Sheehan Maria Murray

**Participants**

Instructional staff

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Self-audits and Deliberate Practice Plans.

**G3.B1.S3** Provide students with STEM enrichment.

**PD Opportunity 1**

Training and implementation of STEM activities throughout each quarter.

**Facilitator**

Kristy Logue and teacher leaders

**Participants**

Instructional staff

**Target Dates or Schedule**

During team meetings

**Evidence of Completion**

STEM activities

**G4.** Student achievement will increase by 3% on FCAT 2.0 in Reading, Math, Science, and Writing.

**G4.B2** New student assessment platform and computer-based testing

**G4.B2.S1** Provide training on Performance Matters.

**PD Opportunity 1**

Provide training to teachers on Performance Matters assessments

**Facilitator**

Maria Murray Kimberly Quigley

**Participants**

Instructional staff

**Target Dates or Schedule**

Data meetings and planning days

**Evidence of Completion**

Teacher accessing student data

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G2.	Staff will be educated and trained on new core curriculum in Reading and Math.	\$16,200
G4.	Student achievement will increase by 3% on FCAT 2.0 in Reading, Math, Science, and Writing.	\$17,000
Total		\$33,200

### Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Professional Development	Total
Extended Day	\$16,200	\$0	\$16,200
N/A	\$0	\$0	\$0
SAI funds	\$17,000	\$0	\$17,000
by district for all Title 1 schools	\$0	\$0	\$0
Total	\$33,200	\$0	\$33,200

### Budget Details

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

**G2.** Staff will be educated and trained on new core curriculum in Reading and Math.

#### G2.B3 Time and implementation constraints

**G2.B3.S2** Substitutes will be utilized to continue classroom instruction and allow time for teachers to attend curriculum planning days.

#### Action Step 1

Providing substitutes for classroom teachers

#### Resource Type

Personnel

#### Resource

Substitutes will be provided to teachers.

#### Funding Source

Extended Day

#### Amount Needed

\$16,200

**G3. Students will be actively engaged in their learning process.**

**G3.B1 Teachers lack knowledge to effectively engage students.**

**G3.B1.S1 Provide professional development focused on Marzano's Design Questions 2, 3, and 4.**

**Action Step 1**

School leadership team will provide training to teachers on strategies to engage students.

**Resource Type**

Professional Development

**Resource**

Leadership team will provide professional development to all staff as well as offer opportunities for district professional development.

**Funding Source**

N/A

**Amount Needed**

\$0

**G4. Student achievement will increase by 3% on FCAT 2.0 in Reading, Math, Science, and Writing.**

**G4.B3 Limited parent resources to support learning after school.**

**G4.B3.S1 Offer after-school tutoring opportunities**

**Action Step 1**

Third-Fifth grade students will participate in reading and math after school tutoring.

**Resource Type**

Personnel

**Resource**

We are funding instructional personnel to provide after-school tutoring to students.

**Funding Source**

SAI funds

**Amount Needed**

\$17,000

**G4.B3.S2** Provide extended media center hours to encourage student participation in Accelerated Reader.

**Action Step 1**

Media center will be opened for extended morning hours.

**Resource Type**

Personnel

**Resource**

We will need personnel to be placed in the media center during morning hours.

**Funding Source**

by district for all Title 1 schools

**Amount Needed**

\$0