

Bonneville Elementary



2014-15 School Improvement Plan

Bonneville Elementary

14700 SUSSEX DR, Orlando, FL 32826

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
81%

Alternative/ESE Center
No

Charter School
No

Minority
65%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	B	B

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	29
Appendix 2: Professional Development and Technical Assistance Outlines	31
Professional Development Opportunities	32
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	35

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Mission: To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

Vision: To be the top producer of successful students in the nation

School Environment

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

Bonneville Elementary School is a small, comprehensive elementary school serving general education students in kindergarten through fifth grade and a cluster school for students with Autism Spectrum Disorder from pre-kindergarten to fifth grade. Located in east Orange County, the school has a rich history in the community with more than fifty years as an educational presence. Nestled among modest, single-family homes, Bonneville Elementary School currently serves 568 students with 59% Hispanic and 41% non-Hispanic. Student demographics include 86% White, 8% Black and 2% Asian students. With a mobility rate of less than 15%, a majority of students matriculate from the school.

The faculty, comprised of 48 teachers, with approximately five teachers per grade level, has various levels of experience and education. Several teachers are vested in the school and community and have taught at Bonneville for more than five years; at least two teachers hold doctoral degrees in education while others are pursuing advanced post-secondary degrees. Over ten percent of the faculty opt to enroll their children at Bonneville. There is a palpable feeling of collaboration among teachers and staff members and a connection to our students and the community.

The process by which we learn about students' cultures and begin to build relationships starts with student registration. Key personnel, the school clerk and registrar, do much to establish relationships with parents and students when families first register for school. They are knowledgeable, courteous and professional. They are aware of school resources and able to direct parents to appropriate personnel. Because of our relatively small size and our low student mobility rate, the school clerk and registrar interact with parents on a regular basis and over a number of years, have developed strong bonds and high levels of trust with families.

With a very talented and competent leadership team, our students and families also benefit from a variety of both physical and human resources. The school leadership team consists of the school principal, the staffing specialist, the behavior specialist, the curriculum resource teacher, the reading coach, the math coach and the full-time guidance counselor. These persons are responsive to parents and quickly meet students' needs. Individually and collectively, they form strong relationships with parents and students. Questions about exceptional education services, community and school resources, academic or behavioral progress and additional academic support are addressed immediately.

As a Title 1 school, with over 75% of our families qualifying for free and/or reduced lunch, our teachers are familiar with and committed to establishing and sustaining parent-teacher relationships. Meet the Teacher, Open House and Parent Conferences are scheduled to provide an opportunity for teachers and parents to discuss student progress. Quarterly Family Nights, in addition to music and art events, are designed to actively engage parents and students. Academic awards ceremonies,

held at the end of each nine week marking period, also serve to recognize student achievement and to provide for timely information to be shared with parents. Parent involvement and participation is encouraged through school committees including the School Advisory Council, the Parent Leadership Council and the Parent Teacher Association. Through these committees, teachers and parents have the opportunity to work together to meet students' needs and school goals.

As a school, we are extremely fortunate to partner with several local churches. These faith-based groups have conducted an annual Back to School Bash and offered free haircuts, backpacks and school supplies to families.

We are the grateful recipients of several holiday food donations and over fifty of our families have been provided with holiday meals and gifts for children.

With more than fifty years in East Orange County, Bonneville Elementary School is an integral part of the East Orlando community and responsive to students and parents.

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

Bonneville Elementary School offers an Extended Day program for supervision of students from 7:00 a.m. to 8:00 a.m. each morning and from 3:00 p.m. to 6:00 p.m. each afternoon. The Extended Day Coordinator is a parent of a Bonneville student and she and her staff support student learning during the hours of Extended Day care. The Extended Day program focuses on meeting the social, emotional and physical needs of students in a safe and structured environment.

In addition, extended Media Center hours are provided each morning from 7:15 a.m. until 8:30 a.m. for student access to the media center, its books and computers, and to encourage participation in the Accelerated Reader program or to the computer-based reading (Lexia) and math (Spatial Temporal Math) programs.

Extra-curricular clubs for students, including two chorus groups, two art clubs, mixed media and sculpture, the Media Hounds, for morning announcements, running club, and the Sunshine State Readers Club (grades 3--5), are offered each week. Students are actively involved in the various clubs and their contributions are showcased on a regular basis.

On a more global basis, the School Behavioral Leadership Committee has designed and implemented the "Throw a Bulldog a Bone" program to recognize, encourage and reward stellar student behaviors. As part of this program, students may be given a "bone" by any teacher or staff member (other than their own teacher) in response to appropriate behaviors. Students may exchange their bones once each week in the school store. The school-wide focus for this year, in lieu of specific character traits reviewed each month, is respect. Our goal is to teach students the meaning of respect across a variety of situations. Respect is the overarching theme so that students understand respect for themselves, for their peers, for adults, for their classrooms, their belongings and their school.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

As a school, we have adopted the CHAMPs model for school-wide behaviors. The acronym is a system whereby students are instructed in the acceptable conversation level, the ways to ask for help, the activity, the expected movement that is allowed during the activity and their participation. The CHAMPs model is reviewed with teachers during pre-planning and CHAMPs posters and directions are provided so teachers can post and review expectations with students. The CHAMPs system is posted and practiced in our cafeteria during lunches, in our hallways during transitions, and in our classrooms during instructional activities. Students are familiar with and respond to specific cues to get their attention and are able to monitor and adjust their behaviors accordingly.

In addition, teachers draft classroom management plans that clearly define their expectations for student behaviors, their classroom rules and routines, and procedural guidelines for student absences and student homework.

The Orange County Code of Student Conduct determines the protocol for disciplinary incidents. The behavior specialist, the reading coach and the math coach are responsible for student discipline. As a team, they have been trained by district staff members in interpreting, reporting and responding to discipline incidents. The Code of Student Conduct is reviewed with students each quarter.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school guidance counselor is integral in meeting the social-emotional needs of students. The student referral process allows for teachers, students or parents to request counseling services. Small group counseling, based on student needs, is provided and may range from anger management to appropriate behavioral responses.

As a certified guidance counselor, Ms. Sands is knowledgeable about school and community resources. She also serves as the liaison for our school volunteers (ADDitions), the Big Brother/Big Sister mentoring program, Foster Grandparents, the Kiwanis classroom readers and the Read to Succeed volunteers.

The counselor works in conjunction with teachers, parents and the school leadership team to ensure that students' needs are met in a proactive and responsive manner.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

To address poor attendance rates, the school counselor and registrar monitor daily student attendance based on teacher feedback.

Students behaviors are monitored weekly through student discipline referrals and teacher requests for classroom support.

Academic (and behavioral) progress is monitored on a bi-weekly basis with the multi-tiered system of support.

Teachers, behavior specialist, staffing specialist, guidance counselor, reading and math coaches and the MTSS coach, monitor student progress.

An after-school tutoring program, before school computer access to academic programs, and intensive small group interventions are in place to address those students scoring Level 1 and Level 2 on FCAT reading. An additional thirty minutes of daily math instruction is part of the schedule for every grade level.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	16	5	6	5	14	7	53
One or more suspensions	1	0	0	3	0	6	10
Course failure in ELA or Math	0	0	13	24	14	12	63
Level 1 on statewide assessment	0	0	0	35	39	12	86

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

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	3	17	14	8	42

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

To address poor attendance rates, the school counselor and registrar monitor student attendance based on teacher feedback. Parents are provided with a copy of the district attendance policy and regular and punctual attendance is emphasized. Notification for excessive absences, by number and frequency, is sent to parents throughout the school year. Meetings with the guidance counselor are scheduled to address problems that may inhibit regular school attendance. Access to community resources may be provided to parents in an effort to meet their needs. The counselor and registrar also work closely with the school's social worker. Home visits may be scheduled and additional district resources may be provided.

School suspensions usually occur as a result of student behaviors. A school-wide program, "Throw a Dog a Bone," is an in-house effort to recognize, encourage and reward exemplary student behaviors. The district's Code of Student Conduct is reviewed each quarter with students and student behavioral issues are addressed through bi-weekly meetings as part of the multi-tiered system of support. The behavior specialist and program assistant monitor and assist with behavior plans and efforts to improve student behaviors. The school counselor is often involved in student behaviors and will meet individually or with small groups to provide social skills instruction or anger management lessons to help students interact in more appropriate or positive ways.

For academics, daily intervention periods are scheduled for each grade level to allow for additional instruction for under-performing students. Bi-weekly meetings to monitor and address academic performance are part of the multi-tiered system of support. Student learning and progress is monitored and instruction and interventions are altered to ensure learning.

An after-school tutoring program is provided for under-performing students in grades three through five, as measured by Level 1 and Level 2 FCAT reading scores. Students meet with teachers in small groups for two days a week for five hours per week. Tutoring groups are established as early as September and run through April in order to bridge learning gaps. Student learning is monitored and groups may be adjusted to meet specific learning needs.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/200840>.

Description

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

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

Bonneville Elementary School continues to increase and sustain various partnerships within the local community. The school currently has agreements with twelve designated Partners in Education. The goal is to increase the number of community partners by 30% for the 2014-2015 school year. Olive Garden, Congo River Golf, Jeremiah's Ice, and Raytheon have provided academic incentives, teacher and staff luncheons, and student computers in an effort to support the school and student achievement. Faith-based volunteers have generously donated their time and resources to meet the needs of children and families. Our clothing closet is staffed each month by church volunteers who collect, organize and distribute clothing, shoes and toys to children. There is a strong commitment from local churches to support our requests for items, volunteers and mentors.

Through an ongoing partnership with Second Harvest Food Bank, students and families are provided assistance with meals for weekends. Weekend meals are distributed to children at least twice a month to meet nutritional needs when students are not in school.

In addition, Bonneville Elementary School actively recruits community volunteers to assist in classrooms. We partner with Big Brothers/Big Sisters, Foster Grandparents, Kiwanis and the Foundation for Orange County Public schools for classroom volunteers. These volunteers donate their time to mentor students, to assist teachers, and to read to primary grade students--all of which supports student learning and achievement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Sheehan, Kimrey	Principal
Blankenship, Kimberly	Other
Meyers, Kara	Instructional Coach
Murray, Maria	Instructional Coach
Nichols, Karen	Other
Acevedo Santiago, Ivette	Instructional Coach
Sands, Kristen	Guidance Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Principal provides a common vision for instruction and learning and uses data as a basis for decision-making, ensures the school-based team is implementing research-based instructional strategies, monitors student learning, and assigns school resources to meet students' needs.

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 Reading Coach develops, models, and evaluates school-wide reading instruction and practices,

identifies and implements research-based curriculum and interventions, and provides support for all grade levels.

The Curriculum Resource Teacher develops, supports, and assists new teachers with curricula and resources, conducts the bi-weekly multi-tiered system of support meetings to monitor student progress, provides biweekly professional development, implements and supervises the after-school tutoring program and conducts all district and state testing.

The Staffing Specialist is responsible for compliance for all exceptional education students and those with 504 plans, conducts bi-weekly multi-tiered system of support meetings to monitor student progress, and collaborates with both general education and exceptional education teachers to ensure the least restrictive learning environment for all students.

The Math Coach develops, models, and evaluates school-wide mathematics instruction and practices, identifies and implements research-based curriculum and interventions, and provides support for all grade levels.

The Guidance Counselor supports the social and emotional needs of students and provides individual, small group and whole class instruction based on student data and teacher recommendations.

The Leadership team actively monitors and supports student learning. The team meets weekly to discuss instructional strengths and areas of support, to plan for professional development, to assess academic and behavioral needs of students and to review data collection, progress monitoring, and data analysis. The Curriculum Resource Teacher, the Math Coach and the Reading Coach, along with the Principal, conduct all teacher observations in order to monitor instructional strategies and student achievement.

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

The Principal and Leadership Team members meet in early spring with the release of next year's projected student enrollment and school budget to plan for the personnel needs for the coming school year. Teacher input and school needs are aligned and a tentative teaching schedule is drafted. The hiring process takes into consideration student needs (i.e. bilingual teachers, teachers with gifted certification or exceptional education certification, etc.). Personnel decisions are based on matches between school needs and certificated teaching candidates.

The Principal and Leadership Team utilize district offerings and recommendations to identify and purchase instructional resources. Team members investigate and research the various offerings to identify resources that can be purchased by the school to meet student needs. District resources, including core curricula and writing programs, are made available to teachers with district-provided training. Additional training is provided by the instructional coaches. These trainings are conducted in response to teachers' needs and support classroom instruction and student learning.

Curricular resources, for differentiated instruction, are likewise researched to determine best fit for student needs. Every attempt is made to address student needs whether for English language learners, exceptional education students or gifted learners.

The methodology for coordinating and supplementing federal, state and local funds, services, and programs is fairly prescribed by the district. Spending allocations for various monies meet the criteria established by the district.

Federal IDEA monies are allocated to the school by the district and determined by student needs. IDEA funds are used to purchase the positions of Behavior Specialist and Program Assistant to meet the needs of exceptional education students. The Principal is responsible for allocating IDEA funds. As a Title I school, the school is allocated additional monies to meet the needs of students. These funds are encumbered in the school budget and purchase additional instructional positions including those of Parent Involvement, math coach and reading coach. Additional Title 1 monies are used to

pay for after-school tutoring as provided by Bonneville teachers. The Staffing Specialist, in conjunction with the district's Title 1 Coordinator, is trained and responsible for meeting and complying with all Title I expectations.

Title II funds are no longer available for individual school use. Instead, the district is allocating human and physical resources to schools to enhance teacher knowledge and professional practice. The Curriculum Resource Teacher is responsible for the use of Title II funds.

Title III funds, allocated by the district, provide for educational services and curricular resources, to aid in the instruction of English language learners. The Guidance Counselor is responsible for ELL compliance and the use of Title III funds.

Supplemental Academic Instruction funds are used to pay teachers as tutors in the after-school tutoring program. After-school tutoring will be in place from September through April twice a week. Tutoring will be offered for third, fourth, and fifth grade students. Supplemental Academic Instruction funds may also be used to purchase additional research-based resources to increase student achievement. The Principal is responsible for disbursing SAI funds.

An electronic inventory of all purchased resources is maintained by the Media Specialist/Textbook Manager, allowing for easy access and accountability.

Given limited resources and funding, allocation decisions are based upon prioritized student needs, often considering the greatest number of children to be impacted and the cost-benefit analysis.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Kimrey Sheehan	Principal
Karen Nichols	Teacher
Lisa Farmer	Teacher
Heba Itani	Teacher
Amy Andrade	Teacher
Wendelle Scarlata	Teacher
Julissa Adcock	Education Support Employee
Norman Briceno	Parent
Vicki Catucci	Parent
Nyahiri Dozier	Parent
Jessica Febus	Parent
LeeAnn Gemeinhart	Parent
Jennifer Langston	Parent
Gladis Nunez	Parent
Esther Restrepo	Business/Community
Diane Reyes	Parent
Angela Roman	Parent
Evelisse Valentin	Parent

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council of Bonneville Elementary School conducted evaluations of the School Improvement Plan throughout the year. In February of 2014, the School Advisory Council completed the mid-year review and discussed the four main School Improvement Plan goals, reviewed the activities that were implemented, and discussed the outcomes. At the March 2014 meeting, School Advisory Council members viewed a presentation by staff members to highlight additional ways that the School Improvement Plan was implemented to support student learning in reading, math, and science and the use of district-supported curriculum and materials.

Development of this school improvement plan

The School Advisory Council reviews the School Improvement Plan during regularly scheduled meetings. The plan addresses student learning and achievement as measured by the Florida Standards Assessments in English Language Arts (reading and writing) and mathematics. In preparation for the development of this year's School Improvement Plan, the 2013-2014 School Advisory Council members began the process of collecting information to analyze and develop the 2014-2015 plan. At the March meeting, in 2014, the results of the Parental Involvement Survey were disseminated to School Advisory Council members who discussed the outcomes as a prelude to developing both the School Improvement Plan and the Title I Parental Involvement Plan. Members also reviewed the current demographic changes in Bonneville's students. Continuing with data analysis, at the May 2014 School Advisory Council meeting, committee members identified actions they felt were critical and necessary to be included in the School Improvement Plan and the Parent Involvement Plan.

Preparation of the school's annual budget and plan

The School Advisory Council assisted in preparation of the school's budget by participating in discussions regarding the budgeting process and parameters that must be met when making allocations. The principal explained the district's budgeting process and shared funding for schools. The SAC provided suggestions and input regarding the configuration of instructional personnel and needs of the school.

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

Because the school performance grade remained a "C," school recognition funds were not awarded for the 2013-2014 school year.

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

Yes

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

Not applicable

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Sheehan, Kimrey	Principal
Meyers, Kara	Instructional Coach
Murray, Maria	Instructional Coach
Brugnoni, Clara	Teacher, K-12
Cunningham, Elizabeth	Teacher, K-12
DelliBovi, Diane	Teacher, K-12
Farmer, Lisa	Teacher, K-12
Kendall, Debra	Instructional Media
McGovern, Kimberly	Teacher, K-12
Policastro, Cassandra	Teacher, K-12
Wright, Carol	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

During the 2014-2015 school year, the Literacy Leadership Team will:

1. promote reading through the Accelerated Reader program and celebrate student success with quarterly AR parties with a cumulative AR celebration at the end of the year;
2. plan and facilitate four school-wide Family Nights for reading and literacy, math, science and STEM, and college and career readiness, involving all grade levels;
3. embed reading with guest speakers/readers during Teach-In;
4. review data collected from the core reading program as related to the Florida Standards and review data from Lexia for Tier 2 and Voyager for Tier 3; and
5. monitor instructional strategies to increase student achievement.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Grade level norms were established during pre-planning to ensure cooperative and cohesive teams. Common planning time is provided each day for teachers to plan collaboratively for instruction. Grade level teams are required to meet each Monday; grade level teams then meet collectively with the Reading Coach (Wednesdays) and the Math Coach (Thursdays) to ensure that standards are addressed, student evidence is established and engaging learning activities are planned. The additional planning times allows for extended teacher planning to meet the rigor of Florida Standards Assessments. The Reading and Math Coaches, by providing direction, clarification, and resources, will encourage positive and collaborative working relationships. Classroom observations, conducted by the Curriculum Resource Teacher, the Reading and the Math Coaches and the Principal, reinforce the planning of each previous week.

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

Extensive care is given to the recruitment, development and retention of highly qualified, certified-in-field, effective teachers. A careful analysis of school needs and instructional qualifications is developed to maximize teacher potential. Teacher candidate resumes and qualifications are reviewed before

interviews are scheduled; an extensive history of the school, our students and families, our school goals and needs is shared during the interview process; interview questions are designed to elicit teaching strengths, classroom management plans and effective lessons. Reference checks for each teacher candidate form the basis, with interview responses, before any offer of employment is made. The professional development of teachers is an ongoing cycle to improve instructional practices and to promote student learning. Professional development is often needs based and, in some cases, determined by the district. With the new teacher evaluation system, professional development has focused on understanding and implementing effective teaching strategies. New teachers to the profession and teachers new to the school are paired with mentors and/or buddies to provide additional support. Teachers new to the profession are also part of an induction program designed to increase their professional competencies and knowledge. Soliciting teacher input and allowing for teacher choice and preference in grade level assignments or teams help to retain highly qualified teachers. Providing opportunities to share their areas of expertise and by showcasing and highlighting their talents, teachers can extend their influence to peers.

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

Mentor teachers are selected based on student achievement, a willingness to collaborate, and recognized teacher-leader traits exhibited in the classroom and throughout the school. Mentors meet with their mentees on a weekly basis to discuss issues and concerns. Pairings are made to match temperaments, philosophies and compatibility. New teachers participate in monthly meetings to support them throughout the school year. Information is timely and planned to meet their immediate needs. All new teachers are required to complete their first year portfolio of Professional Educational Competencies.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All core instructional materials are selected by the district. By deconstructing the standards, the core instructional program is examined to determine gaps and overlaps between standards and instructional materials. Supplemental resources and materials are aligned with the scope and sequence (schedule) and measurement topic plans (grouped standards for instruction) as determined by the district. Teachers are expected to become familiar with the standards to insure instruction is matched in both complexity and rigor.

Instructional Strategies

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

Teachers will utilize student data to make instructional decisions and to differentiate instruction. Class rosters provide student demographic information and prior year data is available to assist teachers in grouping students. Placement tests will provide additional data so teachers can better group students for small group instruction, scaffolded instruction and interventions. Regular formative and summative assessments will be used to determine the effectiveness of instruction and student mastery of the standards. Modifications to instruction, whether for those students having difficulties or for those who are

proficient, are fluid and based on student data. For those students having difficulties, daily intervention times allow for more directed, teacher-led instruction. For those students showing proficiency, daily enrichment times allow for deeper and more extensive application of concepts. For those students who persist with difficulties, the multi-tiered system of support process takes effect. Teachers meet bi-weekly to discuss student data and to determine appropriate interventions. Student learning and growth is monitored and instruction and interventions will be modified based on continuous, rather than discrete, data. Tier 2 instruction will utilize Lexia for reading; tier 3 instruction will utilize Voyager.

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

Strategy: Before School Program

Minutes added to school year: 7,875

Extended Media Center Hours

Strategy Rationale

As a Title 1 school, Bonneville Elementary provides for extended Media Center access so children have access to books and computers. Additional media center time allows for greater participation in the Accelerated Reader program and increased use of computer software to assist in reading and math.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Kendall, Debra, debra.kendall@ocps.net

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

Data will be collected with student check-outs of books and access to the Accelerated Reader, Lexia (reading) and Spatial Temporal Math (math) programs.

Strategy: Before School Program

Minutes added to school year: 4,860

Pre-Exposure to Reading and/or Mathematics Concepts

Strategy Rationale

As part of an initiative with the Minority Achievement Office, tutoring will be provided for third grade reading and fifth grade math instruction. The tutoring will allow for pre-exposure of reading and math concepts for selected students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Murray, Maria, maria.murray@ocps.net

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

Classroom assessments will be used to determine if student learning is enhanced by early exposure.

Strategy: Extended School Day

Minutes added to school year: 2,400

After-school tutoring will be provided once a week for two hours per week to meet the specific language acquisition and learning needs for English language learners. The once a week tutoring may be aimed at a primary grades group and/or an intermediate grades group, depending on student needs.

Strategy Rationale

Additional time will be allocated to help students master both language and content.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Acevedo Santiago, Ivette, ivette.acevedosantiago@ocps.net

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

Benchmark results and data from Lexia and Spatial Temporal Math will be monitored to determine student learning.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

For incoming students, transition plans will be created and communicated with parents of preschool children transitioning from early childhood to elementary. Pre-school VE and ASD students visit kindergarten classes and parents will meet with pre-school and kindergarten teachers to review kindergarten expectations. Pre-K VE and ASD parents are routinely welcomed and invited to participate in all Bonneville activities. Pre-K VE and ASD parents are invited to informational meetings about kindergarten and our ASD primary unit in March prior to the start of kindergarten. At the meeting, parents may register children, learn about the curriculum, participate in a parent orientation, meet teachers, and tour classrooms. Current pre-K VE and ASD students visit kindergarten classrooms in May. Students stay for part of the reading lesson. They can ask questions of the teacher and other students. This practice helps to 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 and encouraged to become members of the Parent Teacher Association or ADDitions and participate in the School Advisory Council or the Parent Leadership Council.

For outgoing fifth grade students, the school counselor works with the counseling staff from the feeder middle school to prepare students for the transition from elementary to secondary. Scheduled visits from secondary counselors in the elementary classrooms allow for small group interactions and course explanations. The school counselor coordinates and supervises the fifth grade tour to the middle school. The counselor is also instrumental in acting as a liaison for students and parents as they transition.

College and Career Readiness

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

As part of College and Career Readiness, one grade level is selected to research career choices. Students will present their findings to parents and dress for their career choice as part of their classroom presentations. After the classroom presentations, college and career counselors will provide an overview for college admissions, eligibility for military acceptance, etc. to parents and students as part of the College and Career Readiness Family Night.

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

Not applicable

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

For fifth grade students, the guidance counselor provides classroom instruction geared to course selections and career options. The lessons coincide with course selections for middle school and focus on various post-secondary choices, the incomes associated with various education levels and individual budgeting. Students have the opportunity to understand the relationship between education and income levels.

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

Not applicable

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student proficiency on the English Language Arts (ELA) and the Math components of the Florida Standards Assessment.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase student proficiency on the English Language Arts (ELA) and the Math components of the Florida Standards Assessment. 1a

G038797

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	73.0
AMO Reading - ELL	63.0
AMO Reading - ED	68.0
AMO Math - All Students	72.0
AMO Math - ELL	63.0
AMO Math - ED	66.0

Resources Available to Support the Goal 2

- Highly qualified classroom teachers (bilingual, Exceptional Education certified, Gifted endorsed) to meet student needs.
- Instructional support provided to teachers by the Reading Coach, the Math Coach, the Curriculum Resource teacher, the Staffing Specialist, the Behavior Specialist, the English Language Learner Compliance teacher, the Media Specialist, the Speech-Language Pathologists, the Reading Resource teacher, and two Exceptional Education teachers.
- Additional instructional support provided to teachers by an education paraprofessional (primary grades), two bilingual paraprofessionals, five exceptional education paraprofessionals, and a program assistant.
- Implementation of a school-wide, computer-based reading program (Lexia), district-based writing training (Core Connections), school-based Accelerated Reader program and school-wide computer-based math program (Spatial Temporal Math).
- A fluid and functional Multi-Tiered System of Support process to monitor student learning.
- An after-school tutoring program for retained third grade students and Levels 1--2 fourth and fifth grade students to provide additional reinforcement and learning opportunities.

Targeted Barriers to Achieving the Goal 3

- Instructional Needs: Ten of the thirty-eight classroom teachers (26%) are new to the teaching profession and/or the district. They are developing and refining instructional skills, learning content curriculum, becoming familiar with Florida Standards, increasing their understanding of the Marzano framework, and completing certification requirements. Nine of the twenty-eight experienced teachers (32%) are completing additional training to address student needs.

Plan to Monitor Progress Toward G1. 8

Student data, specifically benchmark data for reading and math, will be reviewed for fall and winter. In addition, mini-benchmark assessments will be reviewed on a regular cycle between fall and spring benchmark assessments.

Student data from monthly MTSS meetings will also be reviewed to determine the effectiveness of interventions and/or to make instructional changes.

Person Responsible

Maria Murray

Schedule

Monthly, from 10/27/2014 to 4/15/2015

Evidence of Completion

Ongoing student benchmark data, by grade level, by teacher and by student subgroups, will be reviewed on a monthly basis.

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To increase student proficiency on the English Language Arts (ELA) and the Math components of the Florida Standards Assessment. **1**

 G038797

G1.B1 Instructional Needs: Ten of the thirty-eight classroom teachers (26%) are new to the teaching profession and/or the district. They are developing and refining instructional skills, learning content curriculum, becoming familiar with Florida Standards, increasing their understanding of the Marzano framework, and completing certification requirements. Nine of the twenty-eight experienced teachers (32%) are completing additional training to address student needs. **2**

 B093180

G1.B1.S3 Teachers will deconstruct Florida Standards, implement rigor in instructional activities, and develop common assessments during weekly meetings with the Reading and Math Coaches. **4**

 S152888

Strategy Rationale

To help teachers gain an understanding of the increased rigor embedded in the Florida Standards Assessment.

Action Step 1 **5**

To increase student proficiency on the English Language Arts (ELA) and math components of the Florida Standards Assessment, teachers will participate in weekly meetings, by grade level, with the Reading Coach and the Math Coach to deconstruct the Florida Standards, address rigor in instructional activities, and to develop common assessments.

Person Responsible

Kimrey Sheehan

Schedule

Weekly, from 8/20/2014 to 5/27/2015

Evidence of Completion

The Reading Coach and the Math Coach will keep agendas and training notes from each weekly meeting, teachers' lesson plans for instruction will be posted to the school collaboration site, formative and summative assessments will be maintained, and student work samples will be collected.

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

During weekly Leadership Team meetings, the Reading and Math Coaches will report on the substantive progress of the meetings with teachers.

Person Responsible

Kimrey Sheehan

Schedule

Weekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Evidence will include weekly reading and math meeting agendas, lesson plans, formative and summative assessments, iObservation data, and student work samples.

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

Regular classroom observations, conducted by the Principal, the Curriculum Resource Teacher, the Reading Coach and the Math Coach will be reviewed on a weekly basis during Leadership Team meetings.

Person Responsible

Kimrey Sheehan

Schedule

Weekly, from 10/27/2014 to 6/1/2015

Evidence of Completion

Evidence will include teacher observation data and student achievement data (benchmarks, Lexia, ST Math and Florida Standards Assessments).

G1.B1.S4 Teachers will participate in professional development targeted to meeting students' needs: Sheltered Instruction Observation Protocol for English Language Learners, Imagine Learning training for English Language Newcomers, gifted courses for teachers of gifted students in grades 2--5, Lexia and Guided Reading training (reading), and Core Connections training (writing) and ST Math (math). 4

 S152889

Strategy Rationale

To increase the achievement and proficiency levels of specific student subgroups, including English Language Learners, Economically Disadvantaged students and Students with Disabilities.

Action Step 1 5

To increase student proficiency on the English Language Arts (ELA) and math components of the Florida Standards Assessment, teachers will participate in targeted professional development based on student and/or teacher needs.

Person Responsible

Kimrey Sheehan

Schedule

Monthly, from 8/13/2014 to 5/27/2015

Evidence of Completion

Evidence will include teacher professional development records.

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

During scheduled meetings with the area superintendent, the principal will provide professional development updates and attendance records.

Person Responsible

Kimrey Sheehan

Schedule

Quarterly, from 8/13/2014 to 5/27/2015

Evidence of Completion

Evidence will include the professional development calendar and teacher attendance records.

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

Classroom observations conducted by the Principal, the Curriculum Resource Teacher, the Reading Coach and the Math Coach will be reviewed on a weekly basis during Leadership Team meetings.

Person Responsible

Kimrey Sheehan

Schedule

Weekly, from 10/13/2014 to 5/27/2015

Evidence of Completion

Evidence will include teacher observation data and student achievement data (benchmarks, Lexia, ST Math and Florida Standards Assessments).

G1.B1.S5 Teachers will engage students with instructional strategies that ensure achievement of learning expectations through well-planned lessons that include student feedback. 4

 S152893

Strategy Rationale

To increase student learning and retention, students must be actively engaged in instruction and provided with timely, accurate feedback.

Action Step 1 5

Teachers will collaborate on weekly lesson plans, using the Florida Standards, scope and sequence, Measurement Topic Plans and the Marzano framework, to design lessons that engage students in rigorous learning activities.

Person Responsible

Kimrey Sheehan

Schedule

Weekly, from 10/20/2014 to 5/25/2015

Evidence of Completion

Evidence will include lesson plans and teacher observation data.

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

The principal will review teacher observation data with the Leadership Team on a weekly basis.

Person Responsible

Kimrey Sheehan

Schedule

Weekly, from 11/17/2014 to 5/25/2015

Evidence of Completion

Evidence will include teacher observation data.

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

The principal will review weekly teacher observation data with members of the Leadership Team to determine the use of engaging instructional activities.

Person Responsible

Kimrey Sheehan

Schedule

Weekly, from 11/17/2014 to 5/25/2015

Evidence of Completion

Evidence will include teacher observation data.

G1.B1.S6 Teachers will engage in professional development that includes self-assessment, peer observation and feedback, and is aligned, sustained and focused with time to practice and implement.

4

 S152894

Strategy Rationale

To increase teachers' awareness of and implementation of instructional strategies to increase student learning.

Action Step 1 5

Teachers will participate in instructional rounds, observe and be observed by others, and using actionable feedback, reflect on their instructional practice.

Person Responsible

Maria Murray

Schedule

Monthly, from 12/1/2014 to 4/30/2015

Evidence of Completion

Evidence will include instructional rounds participation records, written teacher feedback and individual teacher reflections.

Plan to Monitor Fidelity of Implementation of G1.B1.S6 6

Members of the Leadership Team will coordinate and monitor the peer observations.

Person Responsible

Karen Nichols

Schedule

Monthly, from 12/1/2014 to 4/30/2015

Evidence of Completion

Evidence will include the teacher observation schedule and written reflections.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.A1	To increase student proficiency on the English Language Arts (ELA) and math components of the Florida Standards Assessment, teachers will participate in	Sheehan, Kimrey	8/20/2014	The Reading Coach and the Math Coach will keep agendas and training notes from each weekly meeting, teachers' lesson plans for instruction will	5/27/2015 weekly

Orange - 0871 - Bonneville Elementary - 2014-15 SIP
Bonneville Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	weekly meetings, by grade level, with the Reading Coach and the Math Coach to deconstruct the Florida Standards, address rigor in instructional activities, and to develop common assessments.			be posted to the school collaboration site, formative and summative assessments will be maintained, and student work samples will be collected.	
G1.B1.S4.A1	To increase student proficiency on the English Language Arts (ELA) and math components of the Florida Standards Assessment, teachers will participate in targeted professional development based on student and/or teacher needs.	Sheehan, Kimrey	8/13/2014	Evidence will include teacher professional development records.	5/27/2015 monthly
G1.B1.S5.A1	Teachers will collaborate on weekly lesson plans, using the Florida Standards, scope and sequence, Measurement Topic Plans and the Marzano framework, to design lessons that engage students in rigorous learning activities.	Sheehan, Kimrey	10/20/2014	Evidence will include lesson plans and teacher observation data.	5/25/2015 weekly
G1.B1.S6.A1	Teachers will participate in instructional rounds, observe and be observed by others, and using actionable feedback, reflect on their instructional practice.	Murray, Maria	12/1/2014	Evidence will include instructional rounds participation records, written teacher feedback and individual teacher reflections.	4/30/2015 monthly
G1.MA1	Student data, specifically benchmark data for reading and math, will be reviewed for fall and winter. In addition, mini-benchmark assessments will be reviewed on a regular cycle between fall and spring benchmark assessments. Student data from monthly MTSS meetings will also be reviewed to determine the effectiveness of interventions and/or to make instructional changes.	Murray, Maria	10/27/2014	Ongoing student benchmark data, by grade level, by teacher and by student subgroups, will be reviewed on a monthly basis.	4/15/2015 monthly
G1.B1.S3.MA1	Regular classroom observations, conducted by the Principal, the Curriculum Resource Teacher, the Reading Coach and the Math Coach will be reviewed on a weekly basis during Leadership Team meetings.	Sheehan, Kimrey	10/27/2014	Evidence will include teacher observation data and student achievement data (benchmarks, Lexia, ST Math and Florida Standards Assessments).	6/1/2015 weekly
G1.B1.S3.MA1	During weekly Leadership Team meetings, the Reading and Math Coaches will report on the substantive progress of the meetings with teachers.	Sheehan, Kimrey	8/25/2014	Evidence will include weekly reading and math meeting agendas, lesson plans, formative and summative assessments, iObservation data, and student work samples.	6/1/2015 weekly
G1.B1.S4.MA1	Classroom observations conducted by the Principal, the Curriculum Resource Teacher, the Reading Coach and the Math Coach will be reviewed on a weekly basis during Leadership Team meetings.	Sheehan, Kimrey	10/13/2014	Evidence will include teacher observation data and student achievement data (benchmarks, Lexia, ST Math and Florida Standards Assessments).	5/27/2015 weekly
G1.B1.S4.MA1	During scheduled meetings with the area superintendent, the principal will provide professional development updates and attendance records.	Sheehan, Kimrey	8/13/2014	Evidence will include the professional development calendar and teacher attendance records.	5/27/2015 quarterly
G1.B1.S5.MA1	The principal will review weekly teacher observation data with members of the Leadership Team to determine the use of engaging instructional activities.	Sheehan, Kimrey	11/17/2014	Evidence will include teacher observation data.	5/25/2015 weekly
G1.B1.S5.MA1	The principal will review teacher observation data with the Leadership Team on a weekly basis.	Sheehan, Kimrey	11/17/2014	Evidence will include teacher observation data.	5/25/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S6.MA1	Members of the Leadership Team will coordinate and monitor the peer observations.	Nichols, Karen	12/1/2014	Evidence will include the teacher observation schedule and written reflections.	4/30/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To increase student proficiency on the English Language Arts (ELA) and the Math components of the Florida Standards Assessment.

G1.B1 Instructional Needs: Ten of the thirty-eight classroom teachers (26%) are new to the teaching profession and/or the district. They are developing and refining instructional skills, learning content curriculum, becoming familiar with Florida Standards, increasing their understanding of the Marzano framework, and completing certification requirements. Nine of the twenty-eight experienced teachers (32%) are completing additional training to address student needs.

G1.B1.S3 Teachers will deconstruct Florida Standards, implement rigor in instructional activities, and develop common assessments during weekly meetings with the Reading and Math Coaches.

PD Opportunity 1

To increase student proficiency on the English Language Arts (ELA) and math components of the Florida Standards Assessment, teachers will participate in weekly meetings, by grade level, with the Reading Coach and the Math Coach to deconstruct the Florida Standards, address rigor in instructional activities, and to develop common assessments.

Facilitator

Kara Meyers and Ivette Acevedo Santiago

Participants

All teachers

Schedule

Weekly, from 8/20/2014 to 5/27/2015

G1.B1.S4 Teachers will participate in professional development targeted to meeting students' needs: Sheltered Instruction Observation Protocol for English Language Learners, Imagine Learning training for English Language Newcomers, gifted courses for teachers of gifted students in grades 2--5, Lexia and Guided Reading training (reading), and Core Connections training (writing) and ST Math (math).

PD Opportunity 1

To increase student proficiency on the English Language Arts (ELA) and math components of the Florida Standards Assessment, teachers will participate in targeted professional development based on student and/or teacher needs.

Facilitator

Maria Murray, Kara Meyers and Ivette Acevedo Santiago and Selected District-Based Coaches

Participants

All teachers

Schedule

Monthly, from 8/13/2014 to 5/27/2015

G1.B1.S5 Teachers will engage students with instructional strategies that ensure achievement of learning expectations through well-planned lessons that include student feedback.

PD Opportunity 1

Teachers will collaborate on weekly lesson plans, using the Florida Standards, scope and sequence, Measurement Topic Plans and the Marzano framework, to design lessons that engage students in rigorous learning activities.

Facilitator

Kara Meyers and Ivette Acevedo Santiago

Participants

All teachers

Schedule

Weekly, from 10/20/2014 to 5/25/2015

G1.B1.S6 Teachers will engage in professional development that includes self-assessment, peer observation and feedback, and is aligned, sustained and focused with time to practice and implement.

PD Opportunity 1

Teachers will participate in instructional rounds, observe and be observed by others, and using actionable feedback, reflect on their instructional practice.

Facilitator

Maria Murray

Participants

All teachers

Schedule

Monthly, from 12/1/2014 to 4/30/2015

Budget Rollup

Summary	
Description	Total
Grand Total	0