Bushnell Elementary School

2014-15 School Improvement Plan

Bushnell Elementary School

218 W FLANNERY AVE, Bushnell, FL 33513

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	67%

Alternative/ESE Center	Charter School	Minority
No	No	33%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

This plan is pending approval by the Sumter County School Board.

SIP Authority and Template

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

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

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	4	Jim Browder

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Bushnell Elementary is to foster an environment that provides on-going programs to meet the educational needs and differences of all students in our changing society and to help all students realize success and fulfillment in school and community life.

Provide the school's vision statement

Bushnell Elementary provides a quality staff, an appropriate learning environment and adequate resources to ensure academic, social and physical growth, enabling students to excel in an ever-changing world.

School Environment

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

Teachers use student interests surveys to find out about student's cultures. Parent surveys are utilized by teachers to determine how to build relationships, too. We have several parent nights at school to foster relationship and build community involvement. These include AR afternoons, science nights, literacy nights, math nights, etc.

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

Students at BES receive character education through Character Connex Teachers infused character education into their class activities. For grades 4-5, PE coaches also address creating a safe and respected environment at PE so that students respect each other on the playground and in less structured environments. BES also utilizes the Help Box. Students are educated about how to use the Help Box to report being bothered or observations/interactions of being bothered.

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

BES utilizes school-wide behavioral supports. Students are given Bushnell Bucks for following rules. They are able to spend these at a store. The PBS team meets one time a month where expectations are reviewed and ideas are generated. Each class uses Class Dojo in the cafeteria to receive points for good behavior to earn rewards. Teachers are allowed to send students to STOP (detention) for up to an hour if students make poor choices. STOP is served outside of the reading block. Generally, after three STOP forms, administrative conducts will be written afterwards. Behavior management systems are reviewed in faculty meetings and GLC meetings.

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

We have an on-site counselor for students. Students with more intense needs may benefit from services from the district behavior therapist/BCBA. District school psychologists may be utilized as

needed. In addition, the district contracts with Lifestream so that students can receive counseling at school.

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/49712.

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

Local community resources are sought out throughout the year to support the school. Resources are sought out based on needs and interests. Several local organizations come to Open House to build community-school relationships.

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
Piwowar, Robert	Principal
Couch, Joanna	Assistant Principal
Austin, Bonni	Teacher, K-12
Fort, Susan	Teacher, K-12
Hart, Jackie	Teacher, K-12
McKinney, Chris	Instructional Media
Ray, Beverly	Teacher, K-12
Sherman, Marty	Teacher, K-12
Valdez, Brandi	Teacher, K-12
Vigilanti, Tony	Teacher, ESE
Ward, Tiffany	Teacher, K-12
Russ, Jennifer	Instructional Coach
Yates, Jeff	Instructional Technology

Duties

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

Grade Level Chairs meet with administration to discuss building practices, as well as instructional practices. GLCs then meet bi-monthly to lead meetings to ensure grade level teachers are implementing school policies and instructional practices. The testing/technology coordinator also discusses issues in GLC meetings. This year, the testing/technology coordinator will be spearheading a technology team to implement more effective technology in the classroom. Teachers also meet bi-monthly to review data in PLCs.
The MTSS Coordinator facilitates all meetings with general education teachers who have students in the MTSS process, to review intervention implementation, effectiveness, and data collections. The MTSS coordinator collects progress monitoring data and analyzes the effectiveness of the interventions. The MTSS Coordinator meets with the guidance counselor, assistant principal and principal on a frequent basis to discuss progress, goals, necessary adjustments and recommendations to the program. The team meets to review school-wide and class-wide academic and behavioral data.

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 school-based problem-solving processes include utilizing universal screening (FCAT, SESAT, SAT 10) that is conducted by school staff. The School based MTSS Leadership Team meets with each general education teacher who have children in the MTSS process to review interventions, implementation, effectiveness, and data collection. The MTSS Leadership team collects progress monitoring data on a bi-weekly basis. The data is analyzed to help determine effectiveness of the interventions and to see if interventions are meeting student's needs.
Title I, Part A: All Title I schools in the Sumter County district have schoolwide programs. The Title I funds that are distributed to the schools are used to implement comprehensive strategies that address the needs of the students and to improve the educational programs for the entire school

population with a direct focus on the most academically at risk students. In addition, these funds supplement the school's academic program by providing additional technology, instructional programs, personnel, professional development, opportunities for data analysis, review and revision of curriculum, and parent involvement activities.

Title II: Bushnell Elementary School is allotted Title II funds to be used for teacher training based on the School Improvement Plan goals, teacher Individual Professional Development Plans, district mandates, and surveys, all of which are based on student data and research based strategies. Title II school based funds are used to support the IPDPs of teachers, which correlate to the SIP and district research based initiatives. The oversight of all professional development comes from the district.

Title III

The ESOL (English for Speakers of Other Languages) is coordinated through the district, using district

guidelines, district developed forms, and a district ESOL coordinator to facilitate all ESOL meetings. Entrance and exit standards are based on state requirements and county guidelines. Bushnell Elementary's

ESOL program and use of ESOL aides follow county and state guidelines.

Title X- Homeless

All new student registrations include a "Residency Questionnaire" which helps to determine if the student is

living under homeless conditions, as per the state definition of homeless. If a student is determined to be

living under homeless conditions, the guidance counselor, in coordination with the district homeless contact,

work with parents to use district homeless resources to meet student and parent needs, as appropriate.

Violence Prevention Programs

All Bushnell Elementary students participate in the monthly "Character Connex" program which teaches

character education. This program is provided by a local church through a grant by the Division of Juvenile

Justice. The district has a no tolerance policy for bullying. Teachers, students and parents are all given

training and documents on anti-Bullying. Fifth grade students are provided a survey to complete during the

school year. Surveys are reviewed and policies are updated to continue the no tolerance policy for bullying.

Bushnell Elementary also implements a school-wide positive behavior support plan throughout the school

year.

Nutrition Programs

Schools participate in the Department of Agriculture's National Lunch Program and are provided the opportunity to receive food service for breakfast and lunch. Students who participate in the afterschool

academic enrichment program are also eligible to receive a snack provided through the National Lunch

Program.

VPK

Voluntary Pre-Kindergarten is offered at each of the four elementary schools to ensure a smooth transition

in to Kindergarten and an early start to learning. Students participate in VPK five full school days per week

and are exposed to literature, social skills, mathematics content, and a print rich environment.

ESE

Students are placed into ESE programs who have disabilities that are challenging enough to interfere with their education. IEPs are reviewed annually. ESE services range from part to full time and may include PT, OT, SLP, and/or behavioral supports.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Robert Piwowar	Principal
Joanna Couch	Principal
Danielle Crawford	Teacher
Kathi Hairston	Teacher
Chris McKinney	Teacher
Daphne Butler	Teacher
Nicole Wade	Education Support Employee
Amanda Yates	Teacher
Terren Guess	Parent
Wendi Hileman	Parent
Misty Durham	Parent
Justin Cutshall	Business/Community
Bambi Cutshall	Business/Community
Felicia Hailey	Parent
Eneida Rodriquez	Parent
Ebony Castle	Parent
Micheal Furtado	Parent
Carla Duggs	Parent
Melissa Chisenhall	Education Support Employee

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 SAC reviews the previous year's data. The current year's SIP is created and presented to SAC so that suggestions can be made to revise the SIP. Revisions are noted in the SAC minutes, the SIP is completed, and then the SIP is submitted to the state.

Development of this school improvement plan

The School Advisory Council meet 4 times a year to review and discuss student achievement and data such as the FCAT 2.0 and other district wide assessments. The members collaborate and provide suggestions to address the current student achievement scores. All of the information is gathered from the meetings and summarized in the School Improvement Plan. Once all the data is completed, the plan is presented to SAC members to review. Then the SAC members add their input and suggested changes for the plan and Finally the SAC approves the plan.

Preparation of the school's annual budget and plan

SAC funds will be allocated and disbursed upon recommendation of the principal and majority vote of the
SAC membership.

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

N/A

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

Literacy Leadership Team (LLT)

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

Name	Title
Couch, Joanna	Assistant Principal
Piwowar, Robert	Principal
Kinney, Jamie	Teacher, K-12
Johnson, Carol	Teacher, K-12
Orona, Anayeli	Teacher, K-12
Steverding, Suzanne	Teacher, K-12
Fort, Susan	Teacher, K-12
Baker, Frances	Teacher, K-12
McKinney, Chris	Instructional Media
Russ, Jennifer	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team will be to provide support and resources for the reading series, focus on new writing standards and assessments (FSA), and to analyze assessment data to help drive classroom instruction.

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

At the beginning of the year, creating a positive culture was reviewed in the initial faculty meeting. Most teachers are given common planning times with their grade level teachers. In addition to that, if funding permits, teachers are given collaborative planning days once a semester to plan with their grade level.

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

Teacher to Teachers and Troops to Teachers are used as a recruiting process. Potential teachers seek positions that are available on the county website and complete an online application. Certification checks are completed prior to hiring.
Responsible Personnel: Lisa Whitman/Allison Nave

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

The mentee (new teacher) is assigned to a mentor (experienced teacher). Mentor teachers are selected based on years of teaching experience, the specific subject area, and the understanding of the state standards and the district-wide curriculum.
The planned mentoring activities include: Complete Sumter County School District New Teacher Program, utilize guided meetings, peer observations, and monthly checklists of teaching responsibilities. Documentation must be submitted to district office at the end of the school year.

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

Sumter County Schools utilizes teachers to develop curriculum maps that are based on the Florida standards. These maps are reviewed every year to ensure that they are aligned to the standards. In addition, administration is aware of where teachers should be in the curriculum maps; therefore, they can ensure that teachers are where they should be in the curriculum map when they complete weekly walkthrough. All materials purchased through the Florida School Book Depository are aligned with the standards or can be used as supplements to ensure that the standards are being taught.

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

The school data management system, Performance Matters, houses the data for all state and district assessments and is utilized to access student data. Teachers are given training on Performance Matters to know how to disaggregate the data to guide their instruction. Teachers also have access to DATA STAR for PMP plans and are given IEPs. These help teachers target specific skills for students that are struggling.
To elaborate, in grades 3-5 FCAT 2.0 is given in Reading, Math, and Science. In grades K-2, DEA is used for reading and math. Kindergarten students also take Discovery Education Assessments, FAIR, and ECHOES at the beginning of Kindergarten. Successmaker, an interactive student computer program provides numerous reports in reading and mathematics. Those reports include prescriptive scheduling, last session report, and areas of difficulties. Discovery Education Assessments for reading, math, and science are given several times throughout the year to inform and assess instruction.
Teachers use this information to create flexible groups within their class for small group, differentiated instruction.

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

Strategy: After School Program

Minutes added to school year: 7,000

If funding permits, After-School is available for those students in grades K-5. Emphasis is on English Language Arts, science, writing and math. Differentiated instruction and materials will be provided to meet each child's level of learning. Working in small group with the teacher or aide will give each child extra help in mastery of academic skills. Students will also use technology to support learning needs such as Successmaker and Reflex.

Strategy Rationale

Extrat time and working in small group with the teacher or aide will give each child extra help in mastery of academic skills.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Couch, Joanna, joanna.couch@sumter.k12.fl.us

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

At the end of the after-school program, classroom grades from beginning of the program to the end of the program will be gathered and reviewed by the after-school coordinator at the school level and district level. FCAT 2.0 and SAT-10 proficiency results will be gathered and evaluated.

Strategy: Summer Program

Minutes added to school year: 6,000

If funding permits, summer school will be available to those students in grade K-5. Emphasis is on English Language Arts, science, writing and math. Differentiated instruction and materials will be provided to meet each child's level of learning. Working in a small group with both a teacher and aide will give each child extra help in mastery of academic skills. Students experience a hands-on learning approach to meet their academic needs during the summer. Students use technology to support learning needs such as Successmaker and Reflex.

Strategy Rationale

Students are provided with additional time to work on skills that they are missing to help close the achievement gap.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Piwowar, Robert, robert.piwowar@sumter.k12.fl.us

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

Resource teachers will assist in creating Discovery Education ELA and mathematics probes in the form of a pre-test and post-test to determine the effectiveness of the program.

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

Each spring the schools holds VPK and Kindergarten "Round Ups". During this time parents are assisted with completing required registration forms. Students also participate in a Kindergarten readiness assessment along with speech and language screeners.
Fifth graders transitioning to the middle school go on a field trip to the feeder middle school to visit. Teachers and guidance counselors meet to discuss specific student concerns. Fifth and Sixth grade teachers also observe one another and participate in vertical articulation meetings in which curriculum and expectations are discussed.

Voluntary Pre-Kindergarten is offered at the school for four year olds five days per week, to ensure a smooth transition in to Kindergarten and an early start to learning. During the VPK program students are exposed to school procedures and a print rich environment that mirrors the Kindergarten program. Additional resources available to parents include a VPK social worker and Pre-K specialist. To elaborate, the majority of the students served by Voluntary Pre-Kindergarten program will attend Bushnell Elementary School and will enter our Kindergarten program with a solid foundation. In order to assist students in a smooth transition from the Pre-Kindergarten program into a Kindergarten classroom, several definitive actions are implemented during the student's attendance in the final grading period of the Pre- Kindergarten program.
"Language for Learning" is used to teach basic words, concepts, and sentence formation as a language development activity; "Number Worlds" is used as the primary math curriculum 11;

"Handwriting Without Tears" will introduce the students to writing as well as letter tracing games and activities; VPK students visit the Kindergarten classrooms; students take home materials to encourage and support learning ;small groups are implemented during the day; and children are assessed three times during the year on oral language, print knowledge, phonological awareness, and math.

VPK and Kindergarten teachers participate in articulation meetings each fall to discuss student placement and areas of need.

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

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

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

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

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. The number of students who have excessive unexcused absences will decrease by 25%.

G2. Volunteer hours will increase by 5% for the 2014-2015 school year (totaling at least 3047.49 hours).

G3. Students in grades 2-5 will be equipped with the basic keyboarding skills by using EasyTech program in 2014-2015.

G4. In 2014, 71% of students in grades K-2 scored proficient on the 2014 Math DEA Post Test. 76% of students in grades K-2 will score proficient on the 2015 Math DEA Post Test.

G5. In 2014, 70% of students in grades K-2 scored proficient on the 2014 Reading DEA Post Test. 75% of students in grades K-2 will score proficient on the 2015 Reading DEA Post Test.

G6. Based on the analysis of the 2014 Reading FCAT 2.0 student achievement data, 76% of tested students in grades 3-5 achieved proficiency. In addition, based on the FCAT 2.0 Writing student achievement data, 50% of tested students in 4th grade achieved proficiency. 81% of students in grades 3-5 will achieve proficiency on the 2015 ELA FSA.

G7. Based on the analysis of the 2014 Math FCAT 2.0 student achievement data, 75% of tested students in grades 3-5 achieved proficiency. 80% of students in grades 3-5 will achieve proficiency on the 2015 Math FSA.

G8. Based on the analysis of the 2014 Science FCAT 2.0 student achievement data, 69% of tested 5th grade students achieved proficiency. 74% of students in grade 5 will achieve proficiency on the 2015 FCAT 2.0 Science.

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. The number of students who have excessive unexcused absences will decrease by 25%. 1a

🔍 G039446

Targets Supported 1b

Indicator	Annual Target
Attendance rate	23.0

Resources Available to Support the Goal 2

- Positive Behavior Support System, Skyward, Check in System, Youth and Family Alternatives, Inc

Targeted Barriers to Achieving the Goal 3

- Students have limited control getting to school each day.

Plan to Monitor Progress Toward G1. 8

The number of students who have excessive unexcused absences will decrease by 20%.

Person Responsible

Joanna Couch

Schedule

Quarterly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Skyward

G2. Volunteer hours will increase by 5% for the 2014-2015 school year (totaling at least 3047.49 hours).
`1a`

`G039448`

Targets Supported `1b`

Indicator	Annual Target
	5.0

Resources Available to Support the Goal `2`
  • Volunteer Sign-In Inventory on Computer

Targeted Barriers to Achieving the Goal `3`
  • Time conflicts of scheduled school events and work

  • Language barrier

Plan to Monitor Progress Toward G2. `8`

Increase of parent Involvement

Person Responsible
Joanna Couch

Schedule
Quarterly, from 8/7/2014 to 5/27/2015

Evidence of Completion
Volunteer Sign-In System

G3. Students in grades 2-5 will be equipped with the basic keyboarding skills by using EasyTech program in 2014-2015. `1a`

`G039447`

Targets Supported `1b`

Indicator	Annual Target
Attendance rate	100.0

Resources Available to Support the Goal `2`

- Computer lab, Lab Technicians, Easy Tech outlines, Laptops

Targeted Barriers to Achieving the Goal `3`

- Lack of knowledge for typing skills

Plan to Monitor Progress Toward G3. `8`

Basic Keyboarding skills and creating spreadsheets

Person Responsible
Joanna Couch

Schedule
Quarterly, from 8/7/2014 to 5/27/2015

Evidence of Completion
walkthroughs, lesson plans, and Easy Tech reports

G4. In 2014, 71% of students in grades K-2 scored proficient on the 2014 Math DEA Post Test. 76% of students in grades K-2 will score proficient on the 2015 Math DEA Post Test. `1a`

🔑 G045154

Targets Supported `1b`

Indicator	Annual Target
	76.0

Resources Available to Support the Goal `2`

- Go Math!, math resource teacher when needed, Curriculum Maps, SuccessMaker

Targeted Barriers to Achieving the Goal `3`

- Limited background knowledge, limited vocabulary, limited understanding of application to real life

Plan to Monitor Progress Toward G4. `8`

Increase proficiency in math

Person Responsible

Robert Piwowar

Schedule

Quarterly, from 8/7/2014 to 5/27/2015

Evidence of Completion

walkthroughs, district formative assessments, district post assesments

G5. In 2014, 70% of students in grades K-2 scored proficient on the 2014 Reading DEA Post Test. 75% of students in grades K-2 will score proficient on the 2015 Reading DEA Post Test. `1a`

🔑 G045148

Targets Supported `1b`

Indicator	Annual Target
	75.0

Resources Available to Support the Goal `2`

- Curriculum Maps, Core Connections, Reading Wonders, Reading Coach

Targeted Barriers to Achieving the Goal `3`

- Limited Vocabulary, Limited Readiness Skills, Limited Background Knowledge

G6. Based on the analysis of the 2014 Reading FCAT 2.0 student achievement data, 76% of tested students in grades 3-5 achieved proficiency. In addition, based on the FCAT 2.0 Writing student achievement data, 50% of tested students in 4th grade achieved proficiency. 81% of students in grades 3-5 will achieve proficiency on the 2015 ELA FSA. 1a

🔑 G039452

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	81.0

Resources Available to Support the Goal 2

- Reading PLCs and Reading Resource Teacher that targets grades (3-5)

Targeted Barriers to Achieving the Goal 3

- Lack of Background of knowledge and language skills

- Limited vocabulary knowledge, limited integration of knowledge and skills, and limited knowledge and use of conventions

Plan to Monitor Progress Toward G6. 8

Effective ELA Instruction during reading block

Person Responsible
Robert Piwowar

Schedule
Quarterly, from 8/7/2014 to 5/27/2015

Evidence of Completion
2015 FSA results and Discovery Education Assessments

G7. Based on the analysis of the 2014 Math FCAT 2.0 student achievement data, 75% of tested students in grades 3-5 achieved proficiency. 80% of students in grades 3-5 will achieve proficiency on the 2015 Math FSA. `1a`

Targets Supported `1b`

🔍 G039451

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	80.0

Resources Available to Support the Goal `2`

- Math Resource Teacher, GO Math! materials, and Successmaker Math

Targeted Barriers to Achieving the Goal `3`

- Lack of Math vocabulary and application of math concepts

- Transition to new standards

Plan to Monitor Progress Toward G7. `8`

Effective math Instruction during math block

Person Responsible
Robert Piwowar

Schedule
Quarterly, from 8/20/2014 to 5/27/2015

Evidence of Completion
2015 FSA Math, Discovery Education Assessments

G8. Based on the analysis of the 2014 Science FCAT 2.0 student achievement data, 69% of tested 5th grade students achieved proficiency. 74% of students in grade 5 will achieve proficiency on the 2015 FCAT 2.0 Science. `1a`

🔍 G039449

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	74.0

Resources Available to Support the Goal `2`

- Pearson Science interactive materials

- Hands on experiments

- Technology: Gizmo, Brainpop, etc.....

Targeted Barriers to Achieving the Goal `3`

- Limited knowledge of real life science exposure

Plan to Monitor Progress Toward G8. `8`

Effective Science Instruction

Person Responsible

Robert Piwowar

Schedule

On 5/27/2015

Evidence of Completion

walkthroughs, lesson plans, hands on experiments, science journals

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. The number of students who have excessive unexcused absences will decrease by 25%. `1`

🔑 G039446

G1.B1 Students have limited control getting to school each day. `2`

🔑 B095074

G1.B1.S1 Continue to use the Positive Behavior Support system to create a learning environment where students feel like they have missed something when not in attendance. Students will also be referred to Youth and Family Alternatives, Inc, parent contacts, and Child Study Teams will be conducted to help decrease absences. `4`

🔑 S106136

Strategy Rationale

Lack of attendance is due to lack of support. Families that can receive support from Youth and Family Alternatives, Inc. and feel like they have a partnership with the school will be more likely to send their children to school.

Action Step 1 `5`

Run reports to determine who has unexcused absences.

Person Responsible

Joanna Couch

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Skyward

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

Parents are being contacted and YFA is being utilized when needed

Person Responsible

Joanna Couch

Schedule

Quarterly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Skyward

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

The number of students who have excessive unexcused absences will decrease by 20%.

Person Responsible

Joanna Couch

Schedule

Quarterly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Skyward

G2. Volunteer hours will increase by 5% for the 2014-2015 school year (totaling at least 3047.49 hours). 1

G039448

G2.B1 Time conflicts of scheduled school events and work 2

B095076

G2.B1.S1 Provide access to activities at various times of the day to accomodate conflicts of work schedules 4

S106138

Strategy Rationale

When volunteers can assist the school in different ways, parent/volunteer involvement will increase.

Action Step 1 5

Increase Parent/Volunteer Involvement; educate volunteers on BES volunteer expectations

Person Responsible

Joanna Couch

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

Volunteer Log

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

Increase Parent/Volunteer Involvement

Person Responsible

Joanna Couch

Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Volunteer Sign-in System

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

Increase Parent/Volunteer Involvement

Person Responsible

Joanna Couch

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Volunteer Sign-in System

G2.B2 Language barrier `2`

🔑 B095077

G2.B2.S1 Provide translator on site at the school to provide information to the parents at various activities. `4`

🔑 S106139

Strategy Rationale

Having a translator will encourage and enable parent communication.

Action Step 1 `5`

Increase Parent Involvement by providing translator for parents

Person Responsible

Joanna Couch

Schedule

On 5/27/2015

Evidence of Completion

Parent sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Increase Parent Involvement by utilizing translator

> **Person Responsible**
>
> Joanna Couch
>
> **Schedule**
>
> On 5/27/2015
>
> ***Evidence of Completion***
>
> Parent sign in sheets

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Increase Parent Involvement by utilizing translator

> **Person Responsible**
>
> Joanna Couch
>
> **Schedule**
>
> On 5/27/2015
>
> ***Evidence of Completion***
>
> Parent sign in sheets

G3. Students in grades 2-5 will be equipped with the basic keyboarding skills by using EasyTech program in 2014-2015. 1

🔑 G039447

G3.B1 Lack of knowledge for typing skills 2

🔑 B095075

G3.B1.S1 Students will continue to work on Easy Tech weekly until basic keyboarding skills are completed successfully 4

🔑 S106137

Strategy Rationale

Students must have basic typing skills to be proficient on state and district asessments and also as a 21st centurey citizen.

Action Step 1 5

Basic Keyboarding skills, and creating spreadsheets

Person Responsible

Joanna Couch

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

walkthroughs, lesson plans, Easy Tech reports

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

Basic Keyboarding skills and creating spreadsheets

Person Responsible

Joanna Couch

Schedule

Quarterly, from 8/7/2014 to 5/27/2015

Evidence of Completion

walkthroughs, lesson plans, EasyTech reports

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

Basic keyboarding skills and creating spreadsheets

Person Responsible

Joanna Couch

Schedule

Quarterly, from 8/7/2014 to 5/27/2015

Evidence of Completion

walkthroughs, lesson plans, Easy Tech reports

G4. In 2014, 71% of students in grades K-2 scored proficient on the 2014 Math DEA Post Test. 76% of students in grades K-2 will score proficient on the 2015 Math DEA Post Test. `1`

G045154

G4.B1 Limited background knowledge, limited vocabulary, limited understanding of application to real life `2`

B111445

G4.B1.S1 Continuation of dedicated 90 minute math and science block and utilizing the district adopted Go Math textbook, practice book, and manipulatives; utilization of math coach as needed `4`

S122895

Strategy Rationale

Proper utizilation of resources (materials and staff) and having an extended math block will help more students be proficient in math.

Action Step 1 `5`

Increase proficiency in math

Person Responsible

Robert Piwowar

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

walkthroughs, lesson plans, schedules, SuccessMaker

Plan to Monitor Fidelity of Implementation of G4.B1.S1 [6]

Increase proficiency in math

Person Responsible

Robert Piwowar

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

walkthroughs, lesson plans, PLC minutes, SuccessMaker reports

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 [7]

Increase proficiency in math

Person Responsible

Robert Piwowar

Schedule

Quarterly, from 8/7/2014 to 5/27/2015

Evidence of Completion

walk throughs, district formative assessment data, district post assesments, SuccessMaker reports

G5. In 2014, 70% of students in grades K-2 scored proficient on the 2014 Reading DEA Post Test. 75% of students in grades K-2 will score proficient on the 2015 Reading DEA Post Test. [1]

🔑 G045148

G5.B1 Limited Vocabulary, Limited Readiness Skills, Limited Background Knowledge [2]

🔑 B111429

G5.B1.S1 Continuation of interrupted, 90 minute reading block, "McGraw Hill Reading Wonders"; Collaborating with reading teachers and MTSS/Resource Teacher to discuss ideas/strategies to improve reading instruction in the classroom [4]

🔑 S122891

Strategy Rationale

Additional time, collaboration with other professional, and proper utilization of resources will help students become proficient in reading.

Action Step 1 [5]

Increase proficiency in reading

Person Responsible

Robert Piwowar

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

walkthroughs, lesson plans, PLCs

Plan to Monitor Fidelity of Implementation of G5.B1.S1 [6]

Increase proficiency in reading

Person Responsible

Robert Piwowar

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Walkthrough forms, PLC minutes, Lesson Plans

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 `7`

Increase proficiency in reading

Person Responsible

Robert Piwowar

Schedule

Daily, from 8/6/2014 to 5/27/2015

Evidence of Completion

Analysis of district DEA assessments

G6. Based on the analysis of the 2014 Reading FCAT 2.0 student achievement data, 76% of tested students in grades 3-5 achieved proficiency. In addition, based on the FCAT 2.0 Writing student achievement data, 50% of tested students in 4th grade achieved proficiency. 81% of students in grades 3-5 will achieve proficiency on the 2015 ELA FSA. `1`

🔑 G039452

G6.B1 Lack of Background of knowledge and language skills `2`

🔑 B095082

G6.B1.S1 Continuation of uninterrupted, 90 minute reading block and utilizing the district adopted SBR program, "McGraw Hill Reading Wonders" `4`

🔑 S106144

Strategy Rationale

Students receiving 90 minutes using curriculum that is based on the Florida Standards will be more likely to be proficient in reading.

Action Step 1 `5`

Collaborating with Reading Teachers and MTSS/Resource Teacher to discuss ideas/strategies to improve reading instruction in the classroom

Person Responsible

Jennifer Russ

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

PLC agendas and discussion notes from meetings

Plan to Monitor Fidelity of Implementation of G6.B1.S1 `6`

Effective Reading Instruction during 90 minute block time

Person Responsible

Robert Piwowar

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

walkthroughs, lesson plans, and classroom student engagement

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 `7`

Effective Reading Instruction during 90 minute reading block

Person Responsible

Robert Piwowar

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

2015 FSA results and Discovery Education Assessments

G6.B2 Limited vocabulary knowledge, limited integration of knowledge and skills, and limited knowledge and use of conventions 2

🔑 B095083

G6.B2.S1 Continuation of the use of writing instruction and Learning Focused Strategies: extended reading passages, embedded Florida Standards common practice focus, higher order questioning, and skills to enhance the student's vocabulary 4

🔑 S106145

Strategy Rationale

Continuation of best practices that support the learning of the standards will help students to become proficient on FSA.

Action Step 1 5

Data-Based ELA Instruction paired with research-based instructional practices

Person Responsible

Jennifer Russ

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

walkthroughs, lesson plans, classroom student engagement

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Effective ELA Instruction during reading block

Person Responsible

Robert Piwowar

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

walkthroughs, lesson plans, classroom student engagement

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 `7`

Effective ELA Instruction during reading 90 minute block

Person Responsible

Robert Piwowar

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

2015 FSA results and Discovery Education Assessments

G7. Based on the analysis of the 2014 Math FCAT 2.0 student achievement data, 75% of tested students in grades 3-5 achieved proficiency. 80% of students in grades 3-5 will achieve proficiency on the 2015 Math FSA. `1`

🔍 G039451

G7.B1 Lack of Math vocabulary and application of math concepts `2`

🔍 B095080

G7.B1.S1 Continuation of dedicated 90 minute math block and utilizing the district adopted Go Math! textbook, practice book, and manipulatives with data-based instruction `4`

🔍 S106142

Strategy Rationale

Continuation of a 90 minute math block and data-based instruction will help make more students proficient on the 2015 Math FSA.

Action Step 1 `5`

Effective use of the 90 minute math block using data-based instruction

Person Responsible

LaShandra Kelly

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

PLC math minutes, and teacher lesson plans

Plan to Monitor Fidelity of Implementation of G7.B1.S1 `6`

Math Instruction

Person Responsible

Robert Piwowar

Schedule

On 5/27/2015

Evidence of Completion

walkthroughs, lesson plans, student engagement during math block

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 `7`

Effective Math Instruction during math block

Person Responsible

Robert Piwowar

Schedule

Quarterly, from 8/7/2014 to 5/27/2015

Evidence of Completion

2015 Math FSA results, Discovery Education Assessements

G8. Based on the analysis of the 2014 Science FCAT 2.0 student achievement data, 69% of tested 5th grade students achieved proficiency. 74% of students in grade 5 will achieve proficiency on the 2015 FCAT 2.0 Science. 1

G039449

G8.B1 Limited knowledge of real life science exposure 2

B095078

G8.B1.S1 Continue to use the Scott Foresman Interactive materials with students and other resources with students. 4

S106140

Strategy Rationale

Interactive activities will help students understand how science can be applied to real life.

Action Step 1 5

Effective Science Instruction

Person Responsible

Robert Piwowar

Schedule

On 5/27/2015

Evidence of Completion

walkthrough, lesson plans, student engagement and experiments

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

Effective Science Instruction

Person Responsible

Robert Piwowar

Schedule

On 5/27/2015

Evidence of Completion

walkthroughs,lesson plans, hands on experiments,

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 `7`

Effective Science Instruction

Person Responsible

Robert Piwowar

Schedule

On 5/27/2015

Evidence of Completion

walkthoughs, lesson plans, hands on experiments, 2015 FSA Science Results

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.S1.A1	Run reports to determine who has unexcused absences.	Couch, Joanna	8/7/2014	Skyward	5/27/2015 weekly
G3.B1.S1.A1	Basic Keyboarding skills, and creating spreadsheets	Couch, Joanna	8/7/2014	walkthroughs, lesson plans, Easy Tech reports	5/27/2015 daily
G2.B1.S1.A1	Increase Parent/Volunteer Involvement; educate volunteers on BES volunteer expectations	Couch, Joanna	8/7/2014	Volunteer Log	5/27/2015 daily
G2.B2.S1.A1	Increase Parent Involvement by providing translator for parents	Couch, Joanna	8/7/2014	Parent sign in sheets	5/27/2015 one-time
G8.B1.S1.A1	Effective Science Instruction	Piwowar, Robert	8/7/2014	walkthrough, lesson plans, student engagement and experiments	5/27/2015 one-time
G7.B1.S1.A1	Effective use of the 90 minute math block using data-based instruction	Kelly, LaShandra	8/7/2014	PLC math minutes, and teacher lesson plans	5/27/2015 daily
G6.B1.S1.A1	Collaborating with Reading Teachers and MTSS/Resource Teacher to discuss ideas/strategies to improve reading instruction in the classroom	Russ, Jennifer	8/7/2014	PLC agendas and discussion notes from meetings	5/27/2015 weekly
G6.B2.S1.A1	Data-Based ELA Instruction paired with research-based instructional practices	Russ, Jennifer	8/7/2014	walkthroughs, lesson plans, classroom student engagement	5/27/2015 daily
G5.B1.S1.A1	Increase proficiency in reading	Piwowar, Robert	8/7/2014	walkthroughs, lesson plans, PLCs	5/27/2015 daily
G4.B1.S1.A1	Increase proficiency in math	Piwowar, Robert	8/7/2014	walkthroughs, lesson plans, schedules, SuccessMaker	5/27/2015 daily
G1.MA1	The number of students who have excessive unexcused absences will decrease by 20%.	Couch, Joanna	8/7/2014	Skyward	5/27/2015 quarterly
G1.B1.S1.MA1	The number of students who have excessive unexcused absences will decrease by 20%.	Couch, Joanna	8/7/2014	Skyward	5/27/2015 quarterly
G1.B1.S1.MA1	Parents are being contacted and YFA is being utilized when needed	Couch, Joanna	8/7/2014	Skyward	5/27/2015 quarterly
G2.MA1	Increase of parent Involvement	Couch, Joanna	8/7/2014	Volunteer Sign-In System	5/27/2015 quarterly
G2.B1.S1.MA1	Increase Parent/Volunteer Involvement	Couch, Joanna	8/7/2014	Volunteer Sign-in System	5/27/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Increase Parent/Volunteer Involvement	Couch, Joanna	8/7/2014	Volunteer Sign-in System	5/27/2015 monthly
G2.B2.S1.MA1	Increase Parent Involvement by utilizing translator	Couch, Joanna	8/7/2014	Parent sign in sheets	5/27/2015 one-time
G2.B2.S1.MA1	Increase Parent Involvement by utilizing translator	Couch, Joanna	8/7/2014	Parent sign in sheets	5/27/2015 one-time
G3.MA1	Basic Keyboarding skills and creating spreadsheets	Couch, Joanna	8/7/2014	walkthroughs, lesson plans, and Easy Tech reports	5/27/2015 quarterly
G3.B1.S1.MA1	Basic keyboarding skills and creating spreadsheets	Couch, Joanna	8/7/2014	walkthroughs, lesson plans, Easy Tech reports	5/27/2015 quarterly
G3.B1.S1.MA1	Basic Keyboarding skills and creating spreadsheets	Couch, Joanna	8/7/2014	walkthroughs, lesson plans, EasyTech reports	5/27/2015 quarterly
G4.MA1	Increase proficiency in math	Piwowar, Robert	8/7/2014	walkthroughs, district formative assessments, district post assesments	5/27/2015 quarterly
G4.B1.S1.MA1	Increase proficiency in math	Piwowar, Robert	8/7/2014	walk throughs, district formative assessment data, district post assesments, SuccessMaker reports	5/27/2015 quarterly
G4.B1.S1.MA1	Increase proficiency in math	Piwowar, Robert	8/7/2014	walkthroughs, lesson plans, PLC minutes, SuccessMaker reports	5/27/2015 weekly
G5.B1.S1.MA1	Increase proficiency in reading	Piwowar, Robert	8/6/2014	Analysis of district DEA assessments	5/27/2015 daily
G5.B1.S1.MA1	Increase proficiency in reading	Piwowar, Robert	8/7/2014	Walkthrough forms, PLC minutes, Lesson Plans	5/27/2015 weekly
G6.MA1	Effective ELA Instruction during reading block	Piwowar, Robert	8/7/2014	2015 FSA results and Discovery Education Assessments	5/27/2015 quarterly
G6.B1.S1.MA1	Effective Reading Instruction during 90 minute reading block	Piwowar, Robert	8/7/2014	2015 FSA results and Discovery Education Assessments	5/27/2015 daily
G6.B1.S1.MA1	Effective Reading Instruction during 90 minute block time	Piwowar, Robert	8/7/2014	walkthroughs, lesson plans, and classroom student engagement	5/27/2015 daily
G6.B2.S1.MA1	Effective ELA Instruction during reading 90 minute block	Piwowar, Robert	8/7/2014	2015 FSA results and Discovery Education Assessments	5/27/2015 weekly
G6.B2.S1.MA1	Effective ELA Instruction during reading block	Piwowar, Robert	8/7/2014	walkthroughs, lesson plans, classroom student engagement	5/27/2015 weekly
G7.MA1	Effective math Instruction during math block	Piwowar, Robert	8/20/2014	2015 FSA Math, Discovery Education Assessments	5/27/2015 quarterly
G7.B1.S1.MA1	Effective Math Instruction during math block	Piwowar, Robert	8/7/2014	2015 Math FSA results, Discovery Education Assessements	5/27/2015 quarterly
G7.B1.S1.MA1	Math Instruction	Piwowar, Robert	8/7/2014	walkthroughs, lesson plans, student engagement during math block	5/27/2015 one-time
G8.MA1	Effective Science Instruction	Piwowar, Robert	8/7/2014	walkthroughs, lesson plans, hands on experiments, science journals	5/27/2015 one-time
G8.B1.S1.MA1	Effective Science Instruction	Piwowar, Robert	8/7/2014	walkthoughs, lesson plans, hands on experiments, 2015 FSA Science Results	5/27/2015 one-time
G8.B1.S1.MA1	Effective Science Instruction	Piwowar, Robert	8/7/2014	walkthroughs,lesson plans, hands on experiments,	5/27/2015 one-time

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 Opportuntities

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

G2. Volunteer hours will increase by 5% for the 2014-2015 school year (totaling at least 3047.49 hours).

G2.B1 Time conflicts of scheduled school events and work

G2.B1.S1 Provide access to activities at various times of the day to accomodate conflicts of work schedules

PD Opportunity 1

Increase Parent/Volunteer Involvement; educate volunteers on BES volunteer expectations

Facilitator

Administration

Participants

Volunteers

Schedule

Daily, from 8/7/2014 to 5/27/2015

G6. Based on the analysis of the 2014 Reading FCAT 2.0 student achievement data, 76% of tested students in grades 3-5 achieved proficiency. In addition, based on the FCAT 2.0 Writing student achievement data, 50% of tested students in 4th grade achieved proficiency. 81% of students in grades 3-5 will achieve proficiency on the 2015 ELA FSA.

G6.B1 Lack of Background of knowledge and language skills

G6.B1.S1 Continuation of uninterrupted, 90 minute reading block and utilizing the district adopted SBR program, "McGraw Hill Reading Wonders"

PD Opportunity 1

Collaborating with Reading Teachers and MTSS/Resource Teacher to discuss ideas/strategies to improve reading instruction in the classroom

Facilitator

MTSS/Reading Resource Teacher

Participants

Reading Teachers

Schedule

Weekly, from 8/7/2014 to 5/27/2015

G6.B2 Limited vocabulary knowledge, limited integration of knowledge and skills, and limited knowledge and use of conventions

G6.B2.S1 Continuation of the use of writing instruction and Learning Focused Strategies: extended reading passages, embedded Florida Standards common practice focus, higher order questioning, and skills to enhance the student's vocabulary

PD Opportunity 1

Data-Based ELA Instruction paired with research-based instructional practices

Facilitator

Administration/District Office

Participants

Teachers

Schedule

Daily, from 8/7/2014 to 5/27/2015

G7. Based on the analysis of the 2014 Math FCAT 2.0 student achievement data, 75% of tested students in grades 3-5 achieved proficiency. 80% of students in grades 3-5 will achieve proficiency on the 2015 Math FSA.

G7.B1 Lack of Math vocabulary and application of math concepts

G7.B1.S1 Continuation of dedicated 90 minute math block and utilizing the district adopted Go Math! textbook, practice book, and manipulatives with data-based instruction

PD Opportunity 1

Effective use of the 90 minute math block using data-based instruction

Facilitator

Math Resource Teacher

Participants

Teachers

Schedule

Daily, from 8/7/2014 to 5/27/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 6: Based on the analysis of the 2014 Reading FCAT 2.0 student achievement data, 76% of tested students in grades 3-5 achieved proficiency. In addition, based on the FCAT 2.0 Writing student achievement data, 50% of tested students in 4th grade achieved proficiency. 81% of students in grades 3-5 will achieve proficiency on the 2015 ELA FSA.	2,076
Grand Total	**2,076**

Goal 6: Based on the analysis of the 2014 Reading FCAT 2.0 student achievement data, 76% of tested students in grades 3-5 achieved proficiency. In addition, based on the FCAT 2.0 Writing student achievement data, 50% of tested students in 4th grade achieved proficiency. 81% of students in grades 3-5 will achieve proficiency on the 2015 ELA FSA.		
Description	**Source**	**Total**
B1.S1.A1	Title II	726
B1.S1.A1		0
B2.S1.A1 - October 24th PD-Using deconstructed standards and depth of knowledge – understanding the link between Blooms Taxonomy, Webb's, DOK's and actual practical teaching strategies.	Title II	1,350
Total Goal 6		**2,076**