

Bellview Elementary School

4425 BELLVIEW AVE, Pensacola, FL 32526

www.escambia.k12.fl.us

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

83%

Alternative/ESE Center

No

Charter School

No

Minority

47%

School Grades History

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

School Board Approval

This plan is pending approval by the Escambia 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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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	1	Melissa Ramsey
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 Bellview Elementary School is to create a learning environment that provides every student with the skills necessary to ensure success for their future education through a partnership among parents, school staff, teachers, and community.

Provide the school's vision statement

The vision of Bellview Elementary School is that of our school district. We want to create a school where parents want to send their children, students want to learn, teachers want to teach, and employees want to work.

School Environment

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

The school learns about student culture and builds relationships between students and teachers through the school wide behavior approach called "Capturing Kids Hearts." Through this approach teachers greet students each day by handshake/hug, write a social contract together, and start every school day with "Good News." During Good News students share the good things that are happening in their personal lives. We spend the first two weeks of school focused on Bellview's three R's: rules, routines, and relationships. Additionally, all teachers are provided a substitute teacher to have parent teacher conferences through out the school year. The school holds 4-5 family nights each school year which allows for parents, students, teachers to interact together in a relaxed setting.

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

Students learn to feel safe before, during, and after school through the strategies that are used through "Capturing Kids Hearts." This school wide approach sets aside two weeks of school to primarily build trust and relationships between students and teachers, while maintaining that relationship the entire year. The entire faculty at Bellview has been trained in the Capturing Kids Heart Approach and this philosophy/approach is closely monitored by administration. Additionally, all school visitors/volunteers are screened through Raptor. Adults wishing to volunteer in the classroom are also required to fill out a volunteer application which includes additional background checks.

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

Bellview uses the school wide behavioral approach of "Capturing Kids Hearts." It is our belief that we are responsible for teaching students how to behave and incorporate personal responsibility and appropriate modeling in all behavior incidents. We spend the first two weeks of school primarily focused on relationships and building a community of trust. Students spend days creating a social contract for all to follow and sign the contract in agreement. The contract is used and modified as needed throughout the school year. Students are also taught to help other students "check themself"

when the contract is not being followed. This allows for students to take ownership in the classroom environment without constant discipline from the teacher.

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

Students social-emotional needs are met through "Capturing Kids Hearts" implementation, as well as counseling and mentoring opportunities offered at the school. The guidance counselor provides counseling to all students that are in need as well as provide additional services contacts to help get families connected with the additional help they request. Bellview also has an active mentor program where several students are assigned an adult mentor to meet with once a week. Students are assigned mentors based on teacher and parent request.

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

Bellview Elementary's early warning system includes the following: Chronic absenteeism, Math or Reading course failure, Level 1 FCAT scores in Reading and/or Math, and one or more suspensions. Attendance, grades, and suspensions are tracked and monitored through the FOCUS program. FCAT scores are monitored and reviewed through FCAT Star. In addition all students participate in Discovery Education Testing three times a year to monitor student progress.

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	3	20	24	20	13	21	101
One or more suspensions	0	6	11	11	7	11	46
Course failure in ELA or Math	0	5	5	3	3	7	23
Level 1 on statewide assessment	0	0	0	6	33	28	67

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	4	6	8	10	13	41

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

Students who exhibit two or more of the early warning indicators are referred to the Guidance Counselor and school administration for appropriate interventions. Interventions may include attendance meetings with parents, RTI MTSS for academics and/or behavior, counseling referral, or additional support for teachers.

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/171596>.

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

Bellview Elementary has a well established relationship with a church in the community. The church provides the school with mentors, volunteers, and resources such as school supplies and clothes. The church pastor is recognized for his relationship with the school at PTA meetings, a volunteer appreciation ceremony at school, as well as district recognition at the district volunteer appreciation lunch. Local businesses such as Wal Mart and Publix also frequently donate gift cards and resources to help with our Student of the Month program and school carnival.

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
Wilkins, Hollie	Principal
Gentry, Brandi	Assistant Principal
Laird, Trudy	Teacher, K-12
Prout, Nancy	Administrative Support
Smith, Ruth	Teacher, K-12
Stallworth, leasha	Guidance Counselor

Duties

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

General Education Teacher: Provides information about the core instruction, collects student and class data, delivers Tier I instruction, collaborates with MTSS teams to develop and implement Tier II and Tier III interventions and monitors students in the MTSS process.

ESE Teachers: Participates in the MTSS process to provide instructional support and recommendations to the general education teacher.

School Psychologist: Participates in the collection and interpretation of data. As well as, facilitate development of intervention plans and provide support for intervention fidelity and documentation.
Speech Teacher: Educates the team in the role that language plays in curriculum, assessment, and instruction, as a basis for appropriate program design.
Guidance Counselor: Provides a common vision for the use of data-based decision making, ensures proper implementation of MTSS, and communicates with parents regarding MTSS.

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 MTSS team meets on a weekly basis (Thursday) to review student progress through the MTSS. Team members review screening data and link that data to instructional decisions. They also review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and those who are at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources that are needed to meet the needs of students in MTSS. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, practice new processes and skills, and make decisions about current and future implementation.

Title I, Part A Federal, state and local funds are used to provide the most effective programs and services to students and families at Bellview Elementary. Title I funds are used to supplement and enhance services for students and families. Our curriculum coordinator, six teacher assistants, and one teacher assistant for the computer lab are funded with Title I funds. In addition, supplies for Parental Involvement, Staff Development, and classroom supplies are provided. Additional staff development for faculty and staff are also funded by Title I. State funds (SAI) are used for classroom supplies and transportation fees for educational field trips.

Services for migrant children are provided by the district level Title I office. After thorough checking of the MSIX system, it indicates that we have 4 migrant students. All migrant students enrolled at Bellview will be provided specific support services. Specific data will be entered into our local data base system (TERMS) that indicate with specific Title I services the student will be provided. They may include: Attendance, Guidance, Psychology Services, Dental Services, Health Services, Nutrition assistance, Outreach, Advocacy, Social Work services, Transportation and/or Needs Assessment services. In addition, our assigned School Social worker will monitor the student's family very closely to assure all eligible services are rendered.

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. Bellview does not receive resources for Title I part D.

Professional Development is offered at both the school and district level. Please see each goal area for specific professional development activities (in service education).

Services for English Language Learners (ELL) are provided as required by law. Several ELL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have or are working towards ESOL endorsement on their teaching certificate. Our school is not an ESOL center and we serve 3 ELL students.

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free appropriate education. This program is overseen by the District Title I office. At Bellview Elementary we have identified 31 homeless students and provide additional assistance to these students and their families.

Bellview uses SAI monies to buy additional classroom teaching supplies and materials for all K-5 and ESE classrooms. SAI monies are also sometimes used to fund transportation for educational field

trips when needed.

The school offers non-violence and anti-drug programs to students that incorporate quest speaker, counseling, and classroom discussion. Red ribbon week is held in October with school-wide activities and guest speakers. Through our school's School Wide Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. The Jeffery Johnston Stand Up for All Students act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, beginning with the 2011-2012 school year, our district has launched the "Bullying" reporting website where bullies may be reported anonymously.

Our school is committed to continue offering nutritional choices in the cafeteria. This includes salad bar, ala carte items. and self serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites.

Additional programs and staff will address the obesity issue, especially in elementary age children. Housing programs are offered at the district level and are overseen by the Title I District office. This program is not applicable to our school.

Head Start is offered through the school district although to applicable to Bellview Elementary.

Adult Education is not applicable at Bellview Elementary, but evening programs are offered at high schools. A "second chance" program is also in place for juvenile offenders. Pensacola State College also provides programs for adults over 16 years of age.

Career and Technical Education is not applicable to Bellview Elementary.

Job training is not applicable to Bellview Elementary,

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Austine Simmons	Teacher
Hollie Wilkins	Principal
Lisa Woodard	Parent
Melody Smith	Teacher
Shannon Ash	Education Support Employee
Andrea Davis	Parent
Alexis James	Parent
Viola Gonzalez	Business/Community
Vivian Ingram	Business/Community
Brenda Hardy	Business/Community
Miracle Wells Pierson	Parent
Brandi Gentry	Teacher

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 Improvement Plan is reviewed and discussed with the SAC throughout the year. They are an active part in looking at data and having input in the goals established. The SAC is also informed at the end of each school year how the school did in reaching the established goals.

Development of this school improvement plan

At the end of the school year, the SAC is asked to give input in goals and initiatives for the upcoming school year. The SAC is presented with a rough draft of the School Improvement Plan at the September meeting. The principal goes over the suggested goals and targets for the upcoming school year. The SAC is asked once again for suggestions/feedback to the proposed plan.

Preparation of the school's annual budget and plan

NA

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

There are no School Improvement Funds allocated for Bellview Elementary at this time.

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
Whited, Laura	Teacher, K-12
Gurley, Elvira	Teacher, K-12
Klimetz, Elisabeth	Teacher, K-12
Cornell, Melissa	Teacher, K-12
Carey, Donna	Teacher, K-12
Thrift, Jennifer	Teacher, K-12
Glucroft, Julie	Teacher, K-12
Edmonson, Ramona	Teacher, ESE
Outzen, Vickie	Instructional Media
Laird, Trudy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT team meets on a regular basis looks for research based strategies used to increase student learning gains and to plan family nights for parents that will teach them about reading strategies that can be used at home. They also promote Celebrate Literacy Week events, Read Across America Events, and other Literacy based activities such as Dr. Seuss week. Teachers on the LLT team also work with other teachers on their grade level meetings to interpret data and provide in service needed for that grade level.

NA

NA

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

All grade levels have a common planning period 4 times a week where they can plan and learn together. All grade levels have scheduled grade level meetings where they complete and turn in a meeting agenda to the principal.

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

1. Review all applicants for job postings (Principal)
2. Conduct Team Interviews (Interview Team)
3. Partnering new teachers with veteran staff (Principal)
4. Encourage Highly Qualified teachers to supervise practicum students and student teachers from UWF (Principal)
5. Offer gifted certification classes for gifted teachers (Principal/Gifted Program Specialist)

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

Bellview Elementary has five new teachers to the school, but none of the teachers are first year teachers that will receive a Consulting Teacher from the START program. However, all five teachers have been paired with veteran teachers to help acclimate them to the school and county. New teachers are paired with experienced highly effective teachers that are in their grade level. Proximity and personality also play a role in teacher pairing.

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 subjects follow district pacing guides. Pacing guides are written under the direction of subject area specialist and are designed to follow the Florida Standards. Discovery Education (DE) is used three times a year for progress monitoring towards proficiency of Florida Standards. Students then receive remediation or enrichment based on DE data. Additionally, the Continuous Improvement Model (FCIM) is used to monitor and ensure the teaching of the math Florida Standards.

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

Discovery Education (DE) data is used to progress monitor individual student progress and mastery of the Florida Standards three times a year. After each progress monitoring assessment, teachers

create small groups based on student needs for enrichment and remediation. The small groups change based on data and student progress. The DE data is also used to drive the overall instruction and curriculum to be used by the classroom teacher.

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: 0

Students participate in school based after school tutoring that is provided through Title One funds.

Strategy Rationale

Additional reading and math instruction will lead to increased student achievement for the students that participate.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Wilkins, Hollie, hwilkins@escambia.k12.fl.us

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

Both Discovery Education data and FCAT/FSA data will be used to drive instruction and monitor effectiveness.

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

Kindergarten registration begins in the Spring. Information about registration is sent home with all Bellview students and posted on the school marquee. Information is also given to area day care centers and preschools. A school wide "Back to School Orientation" is held on the Thursday before school starts.

Middle Schools that students feed into are invited to speak to all fifth grade students second semester. Flyers and information from middle schools are disseminated with fifth grade students as it is received.

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

NA

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

NA

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

NA

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

NA

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase active student engagement through the use of classroom structures and routines such as Whole Brain, Kagan, Feedback, and STEM activities.
- G2.** Increase rigor in all academic areas by incorporating higher order questions and peer to peer discourse.

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. Increase active student engagement through the use of classroom structures and routines such as Whole Brain, Kagan, Feedback, and STEM activities. 1a

G042613

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	65.0
FSA - English Language Arts - Proficiency Rate	65.0

Resources Available to Support the Goal 2

- Curriculum Coordinator
- District Subject Area Specialist
- Collaboration of Faculty and Staff
- School Wide Discipline Plan
- Online Professional Development Resources
- District Professional Development

Targeted Barriers to Achieving the Goal 3

- Knowledge of Classroom Structures

Plan to Monitor Progress Toward G1. 8

Classroom structures that support and encourage student engagement.

Person Responsible

Hollie Wilkins

Schedule

Weekly, from 8/11/2014 to 6/1/2015

Evidence of Completion

Observation and progress monitoring checkpoints

G2. Increase rigor in all academic areas by incorporating higher order questions and peer to peer discourse. 1a

G042614

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	65.0
Math Lowest 25% Gains	65.0

Resources Available to Support the Goal 2

- Curriculum Coordinator
- Subject area specialists
- Teacher Collaboration
- District Provided Professional Development
- Online Professional Development Resources
- School Wide Behavior Management Plan

Targeted Barriers to Achieving the Goal 3

- Teacher Exposure/Experience

Plan to Monitor Progress Toward G2. 8

Increased higher order thinking and discussions in classrooms.

Person Responsible

Hollie Wilkins

Schedule

Monthly, from 8/11/2014 to 6/1/2015

Evidence of Completion

Increased frequency of higher order question and discussions taking place in classrooms. Data improvement on Discovery Education as a result of increased rigor.

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. Increase active student engagement through the use of classroom structures and routines such as Whole Brain, Kagan, Feedback, and STEM activities. **1**

 G042613

G1.B4 Knowledge of Classroom Structures **2**

 B104029

G1.B4.S1 Grade levels meet every other week during their grade level planning period where they are required to share at least one student engagement activity that has worked in their classroom. During the bi weekly meetings both the Curriculum Coordinator and I will assist teachers with concerns they have with previous taught structures. School wide inservice will also be provided by teacher led teams throughout the school year based on overall school need. **4**

 S115149

Strategy Rationale

Increased sharing of knowledge and teacher inservice will translate into better teaching and increased student engagement.

Action Step 1 **5**

Increase in-service opportunities that will increase student engagement.

Person Responsible

Hollie Wilkins

Schedule

Biweekly, from 8/11/2014 to 6/1/2015

Evidence of Completion

In-service sign in sheets, grade level meeting report sheets, and classroom walk-throughs.

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

Monitor implementation of student engagement structures.

Person Responsible

Hollie Wilkins

Schedule

Monthly, from 8/11/2014 to 6/1/2015

Evidence of Completion

Classroom Walk-Throughs

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

Whole Brain, Kagan, STEM, Visible Learning, etc. strategies implemented into the classroom structure.

Person Responsible

Hollie Wilkins

Schedule

Weekly, from 8/11/2014 to 6/1/2015

Evidence of Completion

Classroom Walk-throughs, student and teacher feedback, and district support staff feedback.

G2. Increase rigor in all academic areas by incorporating higher order questions and peer to peer discourse.

1

G042614

G2.B4 Teacher Exposure/Experience 2

B104035

G2.B4.S1 Grade levels meet every other week during their grade level planning period where they are required to share at least one student engagement activity that has worked in their classroom. During the bi weekly meetings both the Curriculum Coordinator and I will assist teachers with concerns they have with previous taught structures. School wide inservice will also be provided by teacher led teams throughout the school year based on overall school need. 4

S115150

Strategy Rationale

Increased sharing of knowledge and teacher inservice will translate into better teaching and increased student engagement.

Action Step 1 5

Professional development and collaboration among teachers to increase rigor through higher order questions and peer to peer discourse.

Person Responsible

Hollie Wilkins

Schedule

Monthly, from 8/11/2014 to 6/1/2015

Evidence of Completion

Sign-in sheets and bi weekly grade level meeting documentation

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Higher order questions and discussions in classroom structures

Person Responsible

Hollie Wilkins

Schedule

Weekly, from 8/11/2014 to 6/1/2015

Evidence of Completion

Classroom walk-throughs and teacher/student feedback

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Increased rigor through higher order questions/discussions

Person Responsible

Hollie Wilkins

Schedule

Monthly, from 8/11/2014 to 6/1/2015

Evidence of Completion

Observations and feedback

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.B4.S1.A1	Increase in-service opportunities that will increase student engagement.	Wilkins, Hollie	8/11/2014	In-service sign in sheets, grade level meeting report sheets, and classroom walk-throughs.	6/1/2015 biweekly
G2.B4.S1.A1	Professional development and collaboration among teachers to increase rigor through higher order questions and peer to peer discourse.	Wilkins, Hollie	8/11/2014	Sign-in sheets and bi weekly grade level meeting documentation	6/1/2015 monthly
G1.MA1	Classroom structures that support and encourage student engagement.	Wilkins, Hollie	8/11/2014	Observation and progress monitoring checkpoints	6/1/2015 weekly
G1.B4.S1.MA1	Whole Brain, Kagan, STEM, Visible Learning, etc. strategies implemented into the classroom structure.	Wilkins, Hollie	8/11/2014	Classroom Walk-throughs, student and teacher feedback, and district support staff feedback.	6/1/2015 weekly
G1.B4.S1.MA1	Monitor implementation of student engagement structures.	Wilkins, Hollie	8/11/2014	Classroom Walk-Throughs	6/1/2015 monthly
G2.MA1	Increased higher order thinking and discussions in classrooms.	Wilkins, Hollie	8/11/2014	Increased frequency of higher order question and discussions taking place in classrooms. Data improvement on Discovery Education as a result of increased rigor.	6/1/2015 monthly
G2.B4.S1.MA1	Increased rigor through higher order questions/discussions	Wilkins, Hollie	8/11/2014	Observations and feedback	6/1/2015 monthly
G2.B4.S1.MA1	Higher order questions and discussions in classroom structures	Wilkins, Hollie	8/11/2014	Classroom walk-throughs and teacher/ student feedback	6/1/2015 weekly

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. Increase active student engagement through the use of classroom structures and routines such as Whole Brain, Kagan, Feedback, and STEM activities.

G1.B4 Knowledge of Classroom Structures

G1.B4.S1 Grade levels meet every other week during their grade level planning period where they are required to share at least one student engagement activity that has worked in their classroom. During the bi weekly meetings both the Curriculum Coordinator and I will assist teachers with concerns they have with previous taught structures. School wide inservice will also be provided by teacher led teams throughout the school year based on overall school need.

PD Opportunity 1

Increase in-service opportunities that will increase student engagement.

Facilitator

Classroom teachers, curriculum coordinator, teacher led teams

Participants

All K-5 classroom teachers

Schedule

Biweekly, from 8/11/2014 to 6/1/2015

G2. Increase rigor in all academic areas by incorporating higher order questions and peer to peer discourse.

G2.B4 Teacher Exposure/Experience

G2.B4.S1 Grade levels meet every other week during their grade level planning period where they are required to share at least one student engagement activity that has worked in their classroom. During the bi weekly meetings both the Curriculum Coordinator and I will assist teachers with concerns they have with previous taught structures. School wide inservice will also be provided by teacher led teams throughout the school year based on overall school need.

PD Opportunity 1

Professional development and collaboration among teachers to increase rigor through higher order questions and peer to peer discourse.

Facilitator

Classroom teachers, administration, teacher led teams

Participants

All K-5 Teachers

Schedule

Monthly, from 8/11/2014 to 6/1/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0