



## Bartow Elementary Academy

590 WILSON AVE S, Bartow, FL 33830

<http://www.bartowacademy.com/>

### School Demographics

**School Type**

Elementary

**Title I**

No

**Free/Reduced Price Lunch**

34%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

36%

### 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 Polk 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	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Bartow Elementary Academy is a family partnership inspiring today's learners to become tomorrow's leaders.

##### **Provide the school's vision statement**

Bartow Elementary Academy is a family partnership dedicated to inspiring and preparing learners to become productive global citizens. Our desire is for everyone to use life skills, technology, and innovative experiences to build tomorrow's leaders.

#### School Environment

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

The process for learning about students' cultures and building a relationship with students begins when students are first accepted to Bartow Elementary Academy, and it continues to be an ongoing process. For kindergartners, building the bridge to understand cultures and building relationships begins at new parent orientation which is held each May for the incoming fall kindergartners and their parents. During this orientation, the students are divided into groups and participate in various activities that allow the staff to interact with them, observe them, and assess their basic skills. Information gathered from these observations and assessments and parent questionnaires allow the school to gather data on demographics, prior knowledge, social and emotional levels, and preschool experiences. This information gives teachers a glimpse at each student academically, socially, and personally. Teachers build relationships with students in their daily contact and interaction. This is done through smiles, warm welcomes, and words of praise and encouragement. Bartow Elementary Academy believes relationships are the key to academic success. Teachers take pride in getting to know each student and their family.

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

Our school expectations set the stage for providing a positive and safe learning environment. These expectations are based on the Bartow Elementary Academy Knights wearing the shields of respect, responsibility, cooperation, safety, and problem-solving. These shields incorporate everything that students may encounter with adults and other students on campus. Students are also taught twenty-one life skills that help foster a sense of family and community in which everyone is valued.

##### **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**

A clear set of school-wide rules and consequences is used by all teachers in all classrooms. These basic rules are linked to the Knights' Shields. The consequences involve strategies to help the students reflect on the poor choice that was made and focus on how to turn that choice around. Teachers keep a tracking form for each student, and after four marks are received on the card, the teacher schedules a parent conference in which administration is in attendance. Those in attendance



at the conference discuss a positive behavior plan to be implemented.

At the end of each nine-week grading period, students are recognized for their behavior. Students who receive two or less marks on the tracking form for behavior infractions are honored as a super citizens and those receiving four or less marks are recognized as a good citizens. This is done at a Citizenship Assembly held in the auditorium, with parents invited to attend.

Classes are involved in earning shields on daily basis. Shields are earned for attendance, being in dress uniform, and meeting the school expectations. Classes meeting the shield goals are rewarded each nine weeks. Rewards include such things as crazy sock day, favorite team jersey day, and wacky hair day.

**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 and emotional needs are meet through the life skill lessons as well as character education lessons that take place once a week. Students needing extra support may be paired with a peer, older student, or staff member. Teachers also refer students to the school guidance counselor when they observe students who have needs not being meet by the class lessons and pairings. Guidance may set up individual or small group lessons based on need. Guidance requests services offered by the district if they are needed and refers parents to outside resources on an as-needed basis.

**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**

N/A

**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	10	8	5	2	4	4	33
One or more suspensions	1	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	2	0	2

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Attendance

- The county-wide School Messenger System notifies parents of student absences daily through email and/or phone.

- Teachers phone parents of a student who is absent 3 days or more days in a row.
  - Attendance letters are sent to the parents of students who are absent 5 days.
  - Administrators and teachers have a face-to-face conference with parents as soon as a teacher becomes concerned with a student's attendance.
  - The school-wide Knight's Wearing Shields program reinforces daily attendance. Each homeroom receives a shield for perfect attendance. Shields accumulate each nine weeks and classes meeting the goal are rewarded.
  - Student attendance is also monitored on a bulletin board. All students had a fish placed on the board at the beginning of the school year. Periodically, names are drawn from those remaining on the board for a prize.
- Level 1
- MTSS is used for students who scored a Level 1.
  - After school tutoring is provide for 10 weeks starting in January to students who scored a Level 1.

## 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?

No

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### **Description**

Bartow Elementary Academy host an annual volunteer orientation each September to provide parents and community members an overview of the many opportunities and ways they may become involved at school. These include classroom tutoring, clerical work, media center assistant, and garden helping hands.

BEA has a very active PTA with a large number of members and volunteers. PTA sponsors and hosts many events throughout the year, including Family Movie Night, Fall Fest, Walk-A-Thon, and the spring musical, all of which include families being on campus and interacting with staff.

Communicating the school's mission and vision and building positive relationships is also done using the following:

- Agendas for daily communication
- Orientation Night
- Grade level back-to-school parent nights
- Parent/ teacher conferences
- Technology Night
- School Messenger phone system
- School website
- Chess Club
- Chorus
- A-Team

**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**

Bartow Elementary Academy is a proud recipient of the Golden School Award and the Five Star School Award. Both of these awards recognize the involvement of community members, clubs, and organizations that contribute to Bartow Academy. BEA builds and maintains partnerships with the community by being a member of the Bartow Chamber of Commerce, applying for and receiving local grants, personal contact with business partners throughout the year, and student participation in art, writing and poster contests. MIDFLORIDA Federal Credit Union sponsors the kindergarten Gift of Reading Program each year with a book donation to each student and the local high school Future Teachers Program provides students to assist with class projects, clerical work and tutoring.

**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
Campbell, April	Principal
Butler, Darlene	Assistant Principal
Mcfadyen, Elise	Guidance Counselor
Bard, Kimberely	Teacher, K-12
Emery, Gretchen	Teacher, K-12
Van Hook, Sara	Teacher, K-12
Cassels, Elizabeth	Teacher, K-12
Insua, Jennifer	Teacher, K-12
Smith, Alison	Teacher, K-12
Newton, Kristen	Teacher, K-12

**Duties**

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

The Leadership Team serves as the school's climate committee, ensuring that a positive learning climate fosters learning gains and student achievement in a diverse setting. The committee works together to share the school vision and mission. The committee also analyzes the Successful Schools Survey completed by parents and students. The committee makes recommendations to the School Advisory Council as necessary, informing both of concerns, issues, and possible strategies to address the various areas. The committee serves as a liaison to gather input from other staff members.

The Leadership Team participates in writing, monitoring, and evaluating the School Improvement Plan. This includes assisting with the goals, objectives, strategies, and evaluation for all curriculum areas. It also analyzes data, conducts needs assessments, and provides input for areas of need for staff development.

**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 process used by the leadership team to identify and align available resources:

1. Planning - The leadership makes decisions about the direction of the school and uses available resources to achieve its goals. This stage provides the school stakeholders with a sense of direction and purpose.
2. Organizing - At this stage of the process, policies and procedures are developed and roles and responsibilities of stakeholders are assigned. The budget is aligned to ensure that funds are used to increase student achievement. The organization of the plan takes place at this stage.
3. Leading - The leading stage is where the leadership facilitates and carries out the plan that has been set in place to ensure things are taking place to meet the needs of the students.
4. Monitoring - At this stage, the school leadership reviews the plan and compares the expected outcomes to the actual outcomes. Personnel may do this with observations and walk throughs. It may also be done with a review of use of funds.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
April Campbell	Principal
Lori Dixon	Education Support Employee
Karen Reece	Teacher
Dawn Patrick	Parent
Les Barr	Business/Community
Alice Black	Business/Community
Betty Orwig	Business/Community
Kim Chancey	Parent
Kristie Joyner	Parent
Melanie Lowry	Parent
Pamela Sams	Parent
Donna Presley	Parent
Jackie Reyes	Parent
Rupal Shah	Parent

#### Duties

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

*Evaluation of last year's school improvement plan*

The 2014-2015 October School Advisory meeting began with a review of the 13-14 Strategic Target Goals. Data charts showing the targets and actual score were reviewed and discussed.

*Development of this school improvement plan*

A draft copy of the School Improvement Plan with the goals that were written by vertical teams was presented to SAC at the October meeting. Members reviewed the plan and focused on the goals. Members were given the opportunity to discuss the plan, ask questions, and give input. The council made recommendations based on data reviewed.

*Preparation of the school's annual budget and plan*

The SAC will approve all lottery funding spending and give suggestions for the annual budget based on the SIP.

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

Funds for the 2013-2014 school year were designated for resources and materials to support the students and teachers with curriculum. Additional supplies for science, engineering and the garden were purchased.

Lottery funds were used to pay teachers that provided after school tutoring to Tier 2 students and students who scored a level 1 or 2 on FCAT.

***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
Newton, Kristen	Teacher, K-12
Bard, Kimberely	Teacher, K-12
Cassels, Elizabeth	Teacher, PreK
Emery, Gretchen	Teacher, K-12
Insua, Jennifer	Teacher, K-12
Mcfadyen, Elise	Guidance Counselor
Smith, Alison	Teacher, K-12
Butler, Darlene	Assistant Principal
Van Hook, Sara	Teacher, K-12
Campbell, April	Principal

**Duties**

***Describe how the LLT promotes literacy within the school***

The role of the Literacy Leadership Team is to assess the quality of the reading curriculum and discuss revisions and improvements. In these meetings, the LLT team discusses data on student progress and reviews grade level plans to assure that those are in accordance to the SIP and school reading goals. In addition, members of the LLT can meet with teachers to review lesson plans, discuss student progress, and assist teachers with any issues concerning reading or reading in the

content areas. Members of the team also model and provide feedback to teachers. The major initiatives of the LLT this year include:

- Strengthening the reading curriculum to result in greater learning gains, improved reading performance, and an increase in higher level thinking and high cognitive complexity tasks/extending thinking activities
- Aligning the reading curriculum with the Florida Standards in science and social studies to integrate STEM, with a focus on Engineering
- Planning and implementation of differentiated instruction to address needs of students performing on and above grade level in reading

This team also oversees the Accelerated Reader Program

## Public and Collaborative Teaching

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

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

Grade levels participate in a daily 50 minute planning block. Teachers use the district learning maps to guide them as they plan.

Vertical Teams are assigned a content area to meet to discuss data and strategies.

Bi-monthly PLC meetings are held with the administration for professional development.

Resource and special area teachers meet to discuss and coordinate activities with grade-level plans.

The staff is doing a book study on Great Habits, Great Readers. Vertical Teams are presenting the content from various chapters at PLC meetings.

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

Vacancies are posted on the Polk County School Board website to draw applicants.

The school principal participates in an interview program for Southeastern University students who are completing their final internship. This program allows the principal to meet and talk with interested candidates prior to graduation.

Current teachers are asked to refer interested teaching candidates to administration for interviews.

An interview team is used in the interviewing and selection process for open positions.

Staff members are given opportunities to contact PD with peers.

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

Teachers new to the teaching profession are paired with a peer teacher. Peer teachers are selected based on their performance and leadership skills.

Teachers participate in a peer reflection. Peer reflection involves observing other teachers and reflecting on the strategies and practices used during the observation.

## 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***

The district learning maps are aligned with Florida standards. Teachers are required to use and follow the maps when collaborating during lesson planning. Lesson plans are checked by the assistant

principal.

During walkthroughs and observations, administrators refer to a list of standards and the learning map pacing guides to ensure that instruction is based on the standards.

The textbook series used for the core reading and math instruction were purchased by the district and align with the Florida standards. The textbooks and other resources are used to teach the standards. Integrated STEM units have been designed with the standards embedded in the units.

### **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***

Beginning of the year inventories and assessments are used to initially place students in differentiated groups. As skills are introduced and/or retaught, formative and summative assessments are given. These assessments are used to drive instruction and restructure groups based on need. Instruction is based on the Florida Standards with adjustments being made based on student's instructional level. Complexity is increased as the students master skills.

***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:** 960

Teachers provided one hour after school tutoring session for 12-16 weeks in the areas of math, reading, and writing.

#### ***Strategy Rationale***

Tier 2 students and students who scored a level 1 or 2 on FCAT were invited to tutoring. Students were also invited based on teacher observation.

#### ***Strategy Purpose(s)***

- Core Academic Instruction

#### ***Person(s) responsible for monitoring implementation of the strategy***

Campbell, April, april.campbell@polk-fl.net

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

Ongoing data will be collected based on the skills taught.



**Strategy:** Summer Program

**Minutes added to school year:** 10,800

The Summer Power -Up Program provided six weeks of additional instruction for students in the area of reading.

**Strategy Rationale**

Students were invited to Power-Up based on the final FAIR score. Highly qualified teachers provided a full day of reading instruction. The maximum class size was fifteen students. Transportation from zoned schools was provided as well as a breakfast and lunch at no charge.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

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

**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 Big Step Day is held in May. During this time, parents and students rotate to a variety of activities to help familiarize them with the school and kindergarten expectations. Each student is given a readiness assessment. These assessments are used to help build balanced classrooms. Within the first 30 days of school, kindergartners are given the Florida Kindergarten Readiness Test (FLKRS). This tool is used to measure a student's readiness for school. Fifth graders attend a transition meeting that is hosted by the guidance counselor from the feeder middle school. They receive information on middle school requirements, programs offered, and are afforded a question/answer session. Elective schedules are sent home at the end of the session.

**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**

N/A

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

N/A

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

N/A



**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**

N/A

## 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.** Engage students in intergrated, rigorous, and differentiated tasks aligned with the ELA standards.
- G2.** Focus on increasing mastery of basic facts (addition, subtraction, multiplication, division) in order to increase achievement on solving complex math problems.

## 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. Engage students in intergrated, rigorous, and differentiated tasks aligned with the ELA standards.** 1a

G043520

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - ED	79.0
AMO Reading - African American	80.0
AMO Reading - ED	79.0
AMO Reading - Hispanic	89.0
AMO Reading - White	91.0
ELA/Reading Gains	85.0
ELA/Reading Lowest 25% Gains	94.0

**Resources Available to Support the Goal** 2

- Scholastic News
- Novels
- CPalms
- ReadWorks.org
- Florida Language Art Standards
- Progress Monitoring

**Targeted Barriers to Achieving the Goal** 3

- Teachers' limited knowledge of planning rigorous, differentiated tasks.

**Plan to Monitor Progress Toward G1.** 8

Lesson plan checks

**Person Responsible**

Darlene Butler

**Schedule**

Biweekly, from 8/25/2014 to 6/4/2015

**Evidence of Completion**

Lesson plan checks, grade level planning meetings

**Plan to Monitor Progress Toward G1.** 8

Data from walkthroughs, informal, and formal observations will be used to progress monitor

**Person Responsible**

April Campbell

**Schedule**

Weekly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Recorded observations in Journey.

**G2.** Focus on increasing mastery of basic facts (addition, subtraction, multiplication, division) in order to increase achievement on solving complex math problems. 1a

G043519

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	87.0
AMO Math - African American	82.0
AMO Math - ED	81.0
AMO Math - Hispanic	87.0
AMO Math - White	88.0
Math Gains	60.0
Math Lowest 25% Gains	73.0

**Resources Available to Support the Goal** 2

- Timed Fact Cards
- Lyngo Math
- ACALETICS website
- Think Central

**Targeted Barriers to Achieving the Goal** 3

- Lack of using data to drive instruction and differentiation

**Plan to Monitor Progress Toward G2.** 8

Observation data recorded in Journey

**Person Responsible**

April Campbell

**Schedule**

Weekly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Observation data recorded in Journey.

**Plan to Monitor Progress Toward G2.** 8

Lesson plan checks, grade level planning meetings

**Person Responsible**

Darlene Butler

**Schedule**

Biweekly, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

Lesson plan checks

## 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.** Engage students in intergrated, rigorous, and differentiated tasks aligned with the ELA standards. **1**

 G043520

**G1.B1** Teachers' limited knowledge of planning rigorous, differentiated tasks. **2**

 B130575

**G1.B1.S1** Provide professional development on differentiation and using progress monitoring to group students. **4**

 S142614

### Strategy Rationale

#### Action Step 1 **5**

The leadership team will coordinate professional development on MTSS. PD on progress monitoring and how to use on-going data to drive instruction, reteaching, and enrichment will be provided.

#### Person Responsible

April Campbell

#### Schedule

Biweekly, from 9/8/2014 to 5/29/2015

#### Evidence of Completion

Grade level data chats, classroom walk throughs, informal and formal observations, and lesson plans will indicate teachers' increased knowledge and show student growth.

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

Data chats and instructional adjustments will demonstrate teacher ability to analyze data and use it to drive instruction.

**Person Responsible**

April Campbell

**Schedule**

Biweekly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Classroom walk throughs and observations will monitor data-based instructional decisions.

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

Classroom walk throughs and observations will show evidence of staff and student growth.

**Person Responsible**

Darlene Butler

**Schedule**

Weekly, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

Data collected from walk throughs and informal and formal observations. and lesson plans will display evidences of growth in both the staff and students.

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

Observations, lesson plans, and interim reports /report cards.

**Person Responsible**

April Campbell

**Schedule**

Quarterly, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

Weekly PLC and common planning meetings, data chats, observation data, lesson plan documentation will display evidences of growth in staff and students.

**G2.** Focus on increasing mastery of basic facts (addition, subtraction, multiplication, division) in order to increase achievement on solving complex math problems. 1

G043519

**G2.B1** Lack of using data to drive instruction and differentiation 2

B130577

**G2.B1.S1** Provide professional development in using data to differentiate and drive instruction 4

S142618

### Strategy Rationale

Students who have mastered basic math facts will increase proficiency in solving complex math problems.

### Action Step 1 5

Teachers will receive professional development in differentiated instruction.

#### Person Responsible

April Campbell

#### Schedule

Monthly, from 12/1/2014 to 5/18/2015

#### Evidence of Completion

Lesson plan documentation and classroom observations

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

Lesson plan checks

#### Person Responsible

Darlene Butler

#### Schedule

Biweekly, from 8/25/2014 to 5/29/2015

#### Evidence of Completion

Students will make learning gains in content areas by the end of the year as measured by FAIR, IMPROVE, and Florida Standard Assessments.

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

Data chats will show teachers' ability to analyze data and make decisions to guide instruction.

**Person Responsible**

April Campbell

**Schedule**

Weekly, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

Data chats and observation data will show evidence of teacher and student growth.

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

Lesson plans, classrooms observations, and student assessments.

**Person Responsible**

Darlene Butler

**Schedule**

Biweekly, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

Students will demonstrate learning gains on FAIR, IMPROVE, and the Florida Standards Assessments.

**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	The leadership team will coordinate professional development on MTSS. PD on progress monitoring and how to use on-going data to drive instruction, reteaching, and enrichment will be provided.	Campbell, April	9/8/2014	Grade level data chats, classroom walk throughs, informal and formal observations, and lesson plans will indicate teachers' increased knowledge and show student growth.	5/29/2015 biweekly
G2.B1.S1.A1	Teachers will receive professional development in differentiated instruction.	Campbell, April	12/1/2014	Lesson plan documentation and classroom observations	5/18/2015 monthly
G1.MA1	Lesson plan checks	Butler, Darlene	8/25/2014	Lesson plan checks, grade level planning meetings	6/4/2015 biweekly
G1.MA2	Data from walkthroughs, informal, and formal observations will be used to progress monitor	Campbell, April	9/1/2014	Recorded observations in Journey.	5/29/2015 weekly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Observations, lesson plans, and interim reports /report cards.	Campbell, April	8/25/2014	Weekly PLC and common planning meetings, data chats, observation data, lesson plan documentation will display evidences of growth in staff and students.	5/29/2015 quarterly
G1.B1.S1.MA1	Data chats and instructional adjustments will demonstrate teacher ability to analyze data and use it to drive instruction.	Campbell, April	9/1/2014	Classroom walk throughs and observations will monitor data-based instructional decisions.	5/29/2015 biweekly
G1.B1.S1.MA1	Classroom walk throughs and observations will show evidence of staff and student growth.	Butler, Darlene	8/25/2014	Data collected from walk throughs and informal and formal observations. and lesson plans will display evidences of growth in both the staff and students.	5/29/2015 weekly
G2.MA1	Observation data recorded in Journey	Campbell, April	9/1/2014	Observation data recorded in Journey.	5/29/2015 weekly
G2.MA2	Lesson plan checks, grade level planning meetings	Butler, Darlene	8/25/2014	Lesson plan checks	5/29/2015 biweekly
G2.B1.S1.MA1	Lesson plans, classrooms observations, and student assessments.	Butler, Darlene	8/25/2014	Students will demonstrate learning gains on FAIR, IMPROVE, and the Florida Standards Assessments.	5/29/2015 biweekly
G2.B1.S1.MA1	Lesson plan checks	Butler, Darlene	8/25/2014	Students will make learning gains in content areas by the end of the year as measured by FAIR, IMPROVE, and Florida Standard Assessments.	5/29/2015 biweekly
G2.B1.S1.MA1	Data chats will show teachers' ability to analyze data and make decisions to guide instruction.	Campbell, April	8/25/2014	Data chats and observation data will show evidence of teacher and student growth.	5/29/2015 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.** Engage students in intergrated, rigorous, and differentiated tasks aligned with the ELA standards.

**G1.B1** Teachers' limited knowledge of planning rigorous, differentiated tasks.

**G1.B1.S1** Provide professional development on differentiation and using progress monitoring to group students.

### PD Opportunity 1

The leadership team will coordinate professional development on MTSS. PD on progress monitoring and how to use on-going data to drive instruction, reteaching, and enrichment will be provided.

#### Facilitator

Elise McFadyen

#### Participants

Grades K-5 instructional staff

#### Schedule

Biweekly, from 9/8/2014 to 5/29/2015

**G2.** Focus on increasing mastery of basic facts (addition, subtraction, multiplication, division) in order to increase achievement on solving complex math problems.

**G2.B1** Lack of using data to drive instruction and differentiation

**G2.B1.S1** Provide professional development in using data to differentiate and drive instriction

### PD Opportunity 1

Teachers will receive professional development in differentiated instruction.

#### Facilitator

Dr. Poinsettsa Tillman/FDLRS

#### Participants

Grades K-5 instructional staff

#### Schedule

Monthly, from 12/1/2014 to 5/18/2015

**Budget Rollup**

Summary	
Description	Total
Grand Total	0