



## Charles E. Bennett Elementary School

1 S OAKRIDGE AVE, Green Cove Springs, FL 32043

<http://ceb.oneclay.net>

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
78%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
33%

### School Grades History

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

### School Board Approval

This plan is pending approval by the Clay 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	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

At Charles E. Bennett Elementary our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

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

Charles E. Bennett Elementary exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

#### School Environment

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

CEB learns about students' cultures and builds relationships between teachers and students by hosting family involvement events each month. Each involvement activity is content based and theme driven to engage families, and build relationships between teachers and students. Conference nights, held twice a year and throughout the year as needed, also offer an opportunity for teachers to learn about students cultures. Community-based outreach programs through local churches offer opportunities to provide resources for families and teachers.

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

Students can visit the guidance counselors to discuss issues and ensure they are feeling safe and respected at all times. If a child is feeling bullied by another student they can fill out a bully slip and administration and guidance counselors will address to ensure all students are feeling respected while they are at school. In the Title 1 compact, that is reviewed with parents and students, there is a statement that addresses safety and respect. The students are encouraged to tell an adult if they feel that someone is not upholding those rights. Throughout the year local community groups, such as the Green Cove Police Department and Green Cove Fire Department, are invited to CEB to present to the students regarding varying issues.

##### **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**

CEB's PRIDE Guidelines are a school wide program that implements positive behavior reinforcement to ensure a safe school environment. Students can earn PRIDE referrals to note positive decision making, along with a PRIDE award winner from each class, each nine weeks. To ensure safety within the cafeteria there are additional guidelines that are posted up at all times.



**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**

Guidance counselors are readily available to meet with students regarding social-emotional needs. In addition, Title 1 teachers meet with select students each day to reflect about their day and ensure positive interactions at CEB. Clay Behavioral is available for students that qualify for counseling services. The ELA curriculum, Making Meaning and Being a Writer, builds social skills into lessons to support student interactions with one another.

**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**

At interim and report card time sixth grade students are evaluated and flagged if they fall into two of these four listed categories. After being identified parents will be contacted.

**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	
	6	Total
Attendance below 90 percent	0	
One or more suspensions	3	3
Course failure in ELA or Math	5	5
Level 1 on statewide assessment	5	5
	0	
	0	
	0	

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

Indicator	Grade Level	
	6	Total
Students exhibiting two or more indicators	6	6

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

Students in EWS are offered free tutoring opportunities that will provide additional support. We also have behavior plans to monitor and improve behavior that may be interfering with academic progress.

**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/207924>.

#### **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

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 is addressed in the PIP.

### 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
Lester, Shelley	Principal
Mclver, Melanie	Assistant Principal
Gates, Toni	
Comer, Terri	
O'Brien, Jennifer	Teacher, K-12
Brugh, Karen	Teacher, K-12
Harty, Kathryn	Teacher, K-12
Carter, Amber	Teacher, K-12
Rutter, Debra	Teacher, K-12
Dallas, Lindsey	Teacher, K-12
Vidal, Niorka	Teacher, K-12
Seech, Pamela	Teacher, K-12
Spivey, Amber	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 function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-2 PMRN, 3-12 Performance Matters benchmark assessments, and formal assessments such as FSA and high school EOCs. The principal is the leader of the meeting. Assistant principals attend the

meetings in a support role for the principal. The reading/intervention coach serves to suggest effective interventions for Tier 1 instructional needs. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

***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***

All K-10 and level 1 & 2 11th and 12th grade students will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Coaches are in place at each school and will focus upon supporting quality Tier 1 instruction in all content areas. Administrators will meet monthly with all grade level/content area teams. At these monthly meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level / course expectations. These monthly meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs.

Title I: Charles E. Bennett Elementary offers intensive academic classes to all students who are performing below grade level. Outside the regular scheduled school day, tutoring services are provided to ensure students requiring additional remediation are assisted.

Title I, Part C Migrant: Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title II: District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instruction strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title III: Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X Homeless: District Social Worker provides resources (clothing, tutoring, school supplies, social services, referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

SAI: SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers. SAI funds will be used to expand the summer program to all Level 2 students.

Violence Prevention Programs: CEB's PRIDE Guidelines are a school wide program that implements positive behavior reinforcement to ensure a safe school environment. Students can earn PRIDE referrals to note positive decision making, along with a PRIDE award winner from each class, each nine weeks. To ensure safety within the cafeteria they have implemented additional guidelines that are posted up at all times. There is a behavior monitoring system that utilizes green, red, and yellow cups to visually illustrate specific tables' behaviors.

Nutritional Program: Through federal funding Charles E. Bennett offers a summer feeding program. This program allows any person to the age of 18 to eat breakfast and lunch free of charge. Adults are charged to eat. This program is open to any person.

Head Start: A Head Start program is offered in Green Cove Springs. Students entering from this program are well prepared for kindergarten and beyond.

Adult Education: Parents are invited to participate in all classes offered under the district's Adult Education Program.

## **School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Shelley Lester	Principal
Terri Comer	Teacher
Antoinette Gates	Teacher
Tammy Caustic	Parent
Karina Osorio	Parent
Josh Glover	Parent
John Davis	Business/Community
Latrice Cox	Parent
Carrie Farmer	Teacher
Virginia Sheppard	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*

As we reviewed last year's plan we evaluated the goals that were set. It was clear that creating general goals, utilizing specific strategies, was a better option than assigning a specific % goal. The data is not readily available to compare, so more evaluation was done on the verbiage of last year's goals and how we are continuing to improve this coming year.

*Development of this school improvement plan*

Our mission is to work collaboratively with all stakeholders to set goals that are challenging and rewarding for all children. Members of SAC will review the plan. As a collaborative group, we will discuss the option to add or omit any information or goals within the plan.

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

Discussion of budget included the use of funds for Bees in Action tutoring, along with increasing classroom libraries.

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

- Fall tutoring incentives for 100 students \$650
- One City, One book, "A Land Remembered," to purchase 65 copies \$360
- Purchase 10 Kindles, to be house in the media center, for student use \$690
- Dedication sign for the Nature Trail \$250
- Award supplies to be given out at various times and events during the school year \$100

**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
Hahn, Joanna	Teacher, K-12
McCord, Amy	Teacher, K-12
Morrison, Katherine	Teacher, K-12
Ivey, Kelsey	Teacher, K-12
Vidal, Niorka	Teacher, K-12
Bowers, Sondra	Teacher, K-12
Schlofman, Laura	Instructional Coach

### Duties

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

Major initiatives this year will include the school's plan to begin implementation of Common Core 3-6 and fully implement in K – 2. Teachers will specifically look at the target initiatives of the District and School. These include: writing in response to text across the subject areas, grading student responses using a rubric, analyzing text for complexity and identifying implications for instruction at all grade levels. The Collaborative Classroom model will be implemented in the LLT classroom, with the guidance of the Model Coach.

## 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**

Each Wednesday, one hour of collaborative planning time is integrated into teachers' schedules. PLC time allows for teachers to collaborate and plan instruction, analyze data, and plan for remediation. These PLCs encourage teachers to support one another and create a positive working environment.

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

Interviews are held with candidates to ensure a good match with grade levels and with expectations for our faculty. New teachers are assigned a mentor and have regular meetings with administration to ensure success.

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

Teachers are matched with trained teacher leaders in the school to serve as mentors. Mentors are paired according to school level (primary, intermediate).

## 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**

Using PLC logs ensure that teachers are collaborating and reflecting on instructional programs that align with Florida's standards. District developed curriculum maps that align with Florida's standards are integrated into professional development activities. Each school meeting (and PLC) is structured around the framework for intentional teaching, which demonstrates and encourages teachers to use this structure. The Making Meaning reading program is aligned with Florida's standards and has been implemented in K-5 classrooms during an 150 minute literacy block, with an uninterrupted 90 minute period.

### **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**

After analyzing 2014 FCAT data to identify students' areas in need, intensive classes were created with reduced number of students. Through PLCs teachers will develop assessments with specific learning goals for each student. Assessment results will be analyzed within the PLC to determine the effectiveness of the strategies implemented during the lessons, and collaboratively adjustments will be made to instruction. Benchmark assessment data (PMRN and Performance Matters) will be used during 2/year data chats to flag students that are not progressing and need remediated instruction. During these meetings there will also be evaluation of programs that can be implemented to support students who have not reached proficiency.

**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:** Extended School Day

**Minutes added to school year:** 3,150

Tutoring will be implemented throughout the year. Each tutoring opportunity session is 90 minutes, and there are two sessions per week. The tutoring sessions will create quality learning time and focus instruction on specific student groups, across the grade levels. Groups have been broken down as follows: K-2 reading (January-April), 4-6 lowest quartile reading and math (2 sessions: Fall and Spring), 3rd grade Tier 2/Tier 3 Reading (2 sessions: Fall and Spring), and 4th grade Writing (1 session: Spring).

**Strategy Rationale**

Two sessions of tutoring allows for consistent tutoring opportunities throughout the year. These sessions will allow tutors to expand on ideas that span the curriculum maps. Students that qualify for both sessions will get the consistent support that is needed to make gains.

**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**

After analyzing 2014 FCAT data to identify students' weaknesses, tutors (teachers) will develop Student Learning Plans with specific learning goals for each student. To determine the effectiveness of the strategies implemented during the tutoring sessions, a pre and post assessment will be given to the students.

**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**

Four area preschools have students who transition into Charles E. Bennett Elementary plus an in-house VPK/PreK 4 program. We invite the students to visit the school during the spring of the school year for a kindergarten tour. During the spring-summer kindergarten registration process, an enrollment packet is distributed which includes alphabet cards, number cards, color cards, scissors, and crayons. These "getting ready" activities give parents information on activities they can do throughout the summer to support a strong entry into kindergarten. Administration and teacher leaders have dialog with the Head Start directors in articulation meetings held in the fall and again in spring. In September, CEB hosts a Jumpstart Read for the Record event taking tips for early reading success into the preschools. In the summer, prior to the new school year starting, a four-day kindergarten camp is held to ease with the transition to school for both students and parents who are invited to attend on the final day.

**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.** Strengthen and enhance student learning in math with the use of effective teaching strategies.
- G2.** Implementing the five core collaborative classroom principles.
- G3.** Increase students' writing skills by incorporating writing everyday, throughout the content areas, by citing textual evidence to validate thinking.

## 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. Strengthen and enhance student learning in math with the use of effective teaching strategies.** 1a

G046080

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	67.0

**Resources Available to Support the Goal** 2

- District, K-5, Math Specialist
- Math Journaling with use of PAWS and CUBES

**Targeted Barriers to Achieving the Goal** 3

- Teacher expertise and use of collaboration and writing, specifically in math.

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

Formative assessment data along with benchmark assessment data

**Person Responsible**

Shelley Lester

**Schedule**

On 5/29/2015

**Evidence of Completion**

Data spreadsheets and PLC logs that reflect on student work samples.

**G2. Implementing the five core collaborative classroom principles.** 1a

G046074

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	69.0

**Resources Available to Support the Goal** 2

- Making Meaning
- Being a Writer
- Vocabulary Component of Making Meaning

**Targeted Barriers to Achieving the Goal** 3

- Teachers' proficiency with the five core collaborative classroom principles .

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

Local and district student performance data, specifically tracking lowest quartile students.

**Person Responsible**

Shelley Lester

**Schedule**

Biweekly, from 10/6/2014 to 5/29/2015

**Evidence of Completion**

student performance data

**G3.** Increase students' writing skills by incorporating writing everyday, throughout the content areas, by citing textual evidence to validate thinking. 1a

G045943

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

ELA/Reading Lowest 25% Gains

**Resources Available to Support the Goal** 2

- Being a Writing
- Making Meaning
- Math Journals incorporating PAWS and CUBES
- Framework for Intentional and Targeted Teaching

**Targeted Barriers to Achieving the Goal** 3

- Teacher knowledge of the framework for intentional and targeted teaching.

**Plan to Monitor Progress Toward G3.** 8

Local and district student performance data, specifically tracking lowest quartile students.

**Person Responsible**

Shelley Lester

**Schedule**

Biweekly, from 10/6/2014 to 5/29/2015

**Evidence of Completion**

student performance data

## 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.** Strengthen and enhance student learning in math with the use of effective teaching strategies. **1**

 G046080

**G1.B1** Teacher expertise and use of collaboration and writing, specifically in math. **2**

 B113980

**G1.B1.S1** Selected math teachers will meet biweekly, outside of the school day, with the district elementary math specialist to work on collaborating with teachers of other grade levels to learn standards and improve practice. They will model and reflect on lessons in the classroom. **4**

 S125464

### Strategy Rationale

When teachers spend structured time collaborating around teaching and learning, both intentionality and teaching practices improve. The framework for intentional teaching provides educators with the framework needed to do the right work in the classroom to support student engagement, learning, and growth.

### Action Step 1 **5**

Biweekly professional development and PLC

#### Person Responsible

Shelley Lester

#### Schedule

Biweekly, from 10/13/2014 to 5/29/2015

#### Evidence of Completion

Informal observations of collaborative classrooms, followed by timely feedback. PLC logs will demonstrate collaborative planning and data analysis.

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

Informal observations of the strategies and framework components in action, in the classrooms.

**Person Responsible**

Shelley Lester

**Schedule**

On 5/29/2015

***Evidence of Completion***

PLC logs focused on collaborative planning and data analysis, along with sign-in sheets and attendance records from biweekly professional development.

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

Informal observations, formative assessment data, and conversation centered around teacher practices.

**Person Responsible**

Shelley Lester

**Schedule**

Biweekly, from 10/6/2014 to 5/29/2015

***Evidence of Completion***

Feedback from informal observations assessing the use of the framework, along with PLC logs.

**G2. Implementing the five core collaborative classroom principles. 1**

G046074

**G2.B1 Teachers' proficiency with the five core collaborative classroom principles . 2**

B113974

**G2.B1.S1** Teachers will spend one hour, weekly, collaborating on the five components of the framework and will plan lessons using the framework components to implement in the classroom. 4

S125433

**Strategy Rationale**

When teachers spend structured time collaborating around teaching and learning both intentionality and teaching practices improve. The framework for intentional teaching provides educators with the framework needed to do the right work in the classroom to support student engagement, learning, and growth.

**Action Step 1 5**

Model classroom teachers meet daily (every other week), and participate in weekly professional development.

**Person Responsible**

Shelley Lester

**Schedule**

Weekly, from 10/6/2014 to 5/29/2015

**Evidence of Completion**

Informal observations of collaborative classrooms followed by timely feedback. PLC logs will demonstrate collaborative planning and data analysis.

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

Informal observations of the strategies and framework components in action.

**Person Responsible**

Shelley Lester

**Schedule**

On 5/29/2015

**Evidence of Completion**

PLC logs focused on collaborative planning and data analysis, along with sign-in sheets and attendance records from weekly professional development.

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

Informal observations specifically targeting the five core collaborative classroom principles, formative assessment data, and conversation centered around teacher practices.

**Person Responsible**

Shelley Lester

**Schedule**

On 5/29/2015

**Evidence of Completion**

Feedback from informal observations targeting the five core collaborative classroom principles, along with PLC logs.

**G3.** Increase students' writing skills by incorporating writing everyday, throughout the content areas, by citing textual evidence to validate thinking. 1

 G045943

**G3.B1** Teacher knowledge of the framework for intentional and targeted teaching. 2

 B113608

**G3.B1.S1** Teachers will spend 1 hour, weekly, collaborating on the 5 components of the framework and will plan lessons using the framework components to implement in the classroom. 4

 S125030

**Strategy Rationale**

When teachers spend structured time collaborating around teaching and learning both intentionality and teaching practices improve. The framework for intentional teaching provides educators with the framework needed to do the right work in the classroom to support student engagement, learning, and growth.

**Action Step 1 5**

Weekly professional development and PLCs.

**Person Responsible**

**Schedule**

Weekly, from 10/6/2014 to 5/29/2015

**Evidence of Completion**

Informal observations of collaborative classrooms followed by timely feedback. PLC logs will demonstrate collaborative planning and data analysis.



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

Informal observations of the strategies and framework components in action.

**Person Responsible**

Shelley Lester

**Schedule**

On 5/29/2015

**Evidence of Completion**

PLC logs focused on collaborative planning and data analysis, along with sign-in sheets and attendance records from weekly professional development.

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

Informal observations, formative assessment data, and conversation centered around teacher practices.

**Person Responsible**

Shelley Lester

**Schedule**

Biweekly, from 10/6/2014 to 5/29/2015

**Evidence of Completion**

Feedback from informal observations assessing the use of the framework, along with PLC logs.

**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
G3.B1.S1.A1	Weekly professional development and PLCs.		10/6/2014	Informal observations of collaborative classrooms followed by timely feedback. PLC logs will demonstrate collaborative planning and data analysis.	5/29/2015 weekly
G2.B1.S1.A1	Model classroom teachers meet daily (every other week), and participate in weekly professional development.	Lester, Shelley	10/6/2014	Informal observations of collaborative classrooms followed by timely feedback. PLC logs will demonstrate collaborative planning and data analysis.	5/29/2015 weekly
G1.B1.S1.A1	Biweekly professional development and PLC	Lester, Shelley	10/13/2014	Informal observations of collaborative classrooms, followed by timely feedback. PLC logs will demonstrate collaborative planning and data analysis.	5/29/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Formative assessment data along with benchmark assessment data	Lester, Shelley	10/13/2014	Data spreadsheets and PLC logs that reflect on student work samples.	5/29/2015 one-time
G1.B1.S1.MA1	Informal observations, formative assessment data, and conversation centered around teacher practices.	Lester, Shelley	10/6/2014	Feedback from informal observations assessing the use of the framework, along with PLC logs.	5/29/2015 biweekly
G1.B1.S1.MA1	Informal observations of the strategies and framework components in action, in the classrooms.	Lester, Shelley	10/20/2014	PLC logs focused on collaborative planning and data analysis, along with sign-in sheets and attendance records from biweekly professional development.	5/29/2015 one-time
G2.MA1	Local and district student performance data, specifically tracking lowest quartile students.	Lester, Shelley	10/6/2014	student performance data	5/29/2015 biweekly
G2.B1.S1.MA1	Informal observations specifically targeting the five core collaborative classroom principles, formative assessment data, and conversation centered around teacher practices.	Lester, Shelley	10/6/2014	Feedback from informal observations targeting the five core collaborative classroom principles, along with PLC logs.	5/29/2015 one-time
G2.B1.S1.MA1	Informal observations of the strategies and framework components in action.	Lester, Shelley	10/6/2014	PLC logs focused on collaborative planning and data analysis, along with sign-in sheets and attendance records from weekly professional development.	5/29/2015 one-time
G3.MA1	Local and district student performance data, specifically tracking lowest quartile students.	Lester, Shelley	10/6/2014	student performance data	5/29/2015 biweekly
G3.B1.S1.MA1	Informal observations, formative assessment data, and conversation centered around teacher practices.	Lester, Shelley	10/6/2014	Feedback from informal observations assessing the use of the framework, along with PLC logs.	5/29/2015 biweekly
G3.B1.S1.MA1	Informal observations of the strategies and framework components in action.	Lester, Shelley	10/6/2014	PLC logs focused on collaborative planning and data analysis, along with sign-in sheets and attendance records from weekly professional development.	5/29/2015 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 Opportunities

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

### G1. Strengthen and enhance student learning in math with the use of effective teaching strategies.

#### G1.B1 Teacher expertise and use of collaboration and writing, specifically in math.

**G1.B1.S1** Selected math teachers will meet biweekly, outside of the school day, with the district elementary math specialist to work on collaborating with teachers of other grade levels to learn standards and improve practice. They will model and reflect on lessons in the classroom.

#### PD Opportunity 1

Biweekly professional development and PLC

##### Facilitator

Administration and Model School Coach

##### Participants

Selected instructional staff, grades 2-5

##### Schedule

Biweekly, from 10/13/2014 to 5/29/2015

### G2. Implementing the five core collaborative classroom principles.

#### G2.B1 Teachers' proficiency with the five core collaborative classroom principles .

**G2.B1.S1** Teachers will spend one hour, weekly, collaborating on the five components of the framework and will plan lessons using the framework components to implement in the classroom.

#### PD Opportunity 1

Model classroom teachers meet daily (every other week), and participate in weekly professional development.

##### Facilitator

Administration and Model School Coach

##### Participants

Model classroom teachers, K-5.

##### Schedule

Weekly, from 10/6/2014 to 5/29/2015

**G3.** Increase students' writing skills by incorporating writing everyday, throughout the content areas, by citing textual evidence to validate thinking.

**G3.B1** Teacher knowledge of the framework for intentional and targeted teaching.

**G3.B1.S1** Teachers will spend 1 hour, weekly, collaborating on the 5 components of the framework and will plan lessons using the framework components to implement in the classroom.

**PD Opportunity 1**

Weekly professional development and PLCs.

**Facilitator**

Administration and Model School Coach

**Participants**

All Instructional Staff

**Schedule**

Weekly, from 10/6/2014 to 5/29/2015

## 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