



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2014-2015 SCHOOL IMPROVEMENT PLAN [DRAFT]

Bear Creek Elementary School

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St Petersburg, FL 33707

727-893-2332

<http://www.bearcreek-es.pinellas.k12.fl.us>

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user have been excluded from this document.

Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Bear Creek Elementary provides all children with a challenging, high-quality education for their academic and vocational success.

Provide the school's vision statement

100 percent student success

School Environment

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

Meet the teacher will provide an informal opportunity for students and parents to meet the teacher and visit the school. Teachers will elicit ideas from parents and students in regards to their likes, dislikes, strengths and areas for support. Throughout the school year, parents will have opportunities to engage in monthly parent workshops and parental involvement activities.

As an AVID Elementary school, teachers will work to promote rigorous, relevant, and differentiated opportunities for all students based on their future goals. Short and long-term goal setting will be expected. At least 3 days per week, on the school news, a new person and career will be introduced to spark student interest.

A welcoming attitude and inviting environment will be expected by all office staff members- parents and visitors will be first priority. We will continuously elicit volunteers and encouraging parental involvement as one of our priorities.

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

One way that we have created an environment where students feel safe and respected is by requiring all visitors, media personnel and vendors to check in at the front office. The front office is the only point of entrance onto school grounds once school is in session.

All entrances are locked at the start of the day and remain in this status until dismissal. Before the gates are open for morning drop-off, staff members must use their sonitrol pass or gate key to enter on school grounds. Students are taught that they are never to open perimeter doors without the approval of an adult. ALL visitors must wear a visitors badge and the staff has been trained to alert the front office when this is not evident.

Staff members are positioned throughout the campus before and after school with the expectation of welcoming our families and monitoring the arrival/dismissal process.

Classroom teachers are positioned at their doors to welcome students and encourage them to begin their day on a positive note.

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

Bear Creek has identified four expectations that are the GFS (guidelines for success). These guidelines are - Be responsible, Encourage others, Actively participate and Respect others. These

common area expectations are shared in the classrooms, on the news and in the monthly newsletter. Classroom rules and expectations are aligned to the GFS and posted in the classrooms.

Please see modified behavior plan below:

Developing lesson plans aligned to our Guidelines for Success and a concrete timeline for the implementation. Making certain that all stakeholders are aware of our GFS/school-wide expectation. We will complete 3 hour training with our staff. Administration will host a school-wide assembly to “pump up” our GFS. Teachers will teach the GFS for the first 10-days of school using lesson plans developed over the summer our behavior/foundations team. Follow-up lessons will be taught as needed.

Evaluation – a timeline will be developed for the purposes of sharing, tracking, scheduling and tracking our current plan. As a team we will review monthly incident and referral data based on the identified common areas. These areas have been identified using multiple data sources (EDS, portal, Decision Ed...etc.) are based on the frequency of incidents in these locations are considered as “hot spots”. The SBLT and teachers in PLCs will identify what appears to be working and will make adjustments as needed. The school guidance counselor will pull small groups for those students who are struggling with our plan.

Implementation – Through the use of walk-throughs, data will be collected on sustaining what’s currently in place and whether or not the staff is following through with the implementation plan.

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

Our school's guidance department currently provides Tier 1 social skills lessons to all students in grades K-5. Lessons are developed around the Commitment to Character traits, and shared monthly on the morning news.

Our guidance counselor and social worker provide additional small group support for students who are struggling with specific issues (i.e. bullying, getting along with others, changing families..etc). Some students also receive individual one-on-one support in areas which are unique to the individual behavior plans.

This year we will also be offering an after school social skills club. One for students in the primary grades (1st semester), and one for students in the in the intermediate grades (2nd semester).

Our community liaison works with our community partners to recruit mentors for students in need.

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

Bear Creek Elementary's early warning system (EWS) is a data system that identifies students in grades K-5 “at-risk” of dropping out and the intervention process to link identified students with services and monitor progress. The indicators listed below are used in our current system.

*One or more out of school suspensions

*One or more previous retentions

*Attendance below 90 percent

*Low performing students as measured by FCAT reading/math (level 1), and SAT-10

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	Students
Attendance below 90 percent	K	11
Attendance below 90 percent	1	14
Attendance below 90 percent	2	10
Attendance below 90 percent	3	7
Attendance below 90 percent	4	9
Attendance below 90 percent	5	1
	Total	52
One or more suspensions	K	9
One or more suspensions	1	5
One or more suspensions	2	15
One or more suspensions	3	16
One or more suspensions	4	22
One or more suspensions	5	12
	Total	79
Course failure in ELA or Math	K	1
Course failure in ELA or Math	1	7
Course failure in ELA or Math	2	5
Course failure in ELA or Math	3	6
	Total	19
	Total	

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

Indicator	Grade	Students
Students exhibiting two or more indicators	K	8
Students exhibiting two or more indicators	1	5
Students exhibiting two or more indicators	2	13
Students exhibiting two or more indicators	3	11
Students exhibiting two or more indicators	4	16
Students exhibiting two or more indicators	5	9
	Total	62

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators)

Bear Creek Elementary's early warning system (EWS) is a data system that identifies students in grades K-5 "at-risk" of dropping out and the intervention process to link identified students with services and monitor progress. The indicators listed below are used in our current system. Administration and grades level teachers meet once per month (during scheduled PLCs) to discuss students falling under the EWS categories outlined above. During this time, decisions are made regarding the next steps as it relates to students. Please see some of the steps which are taken

below:

- CST team meets Fridays to discuss students with chronic attendance issues.
- MTSS team meets weekly to discuss and develop plans for students who are struggling academically and with behavior concerns. Decisions are made regarding moving students to Tier 2 or Tier 3 based on evidence through the use of an identified data collection process.
- Conferences are scheduled with parents/guardians to get support from home, and to keep them informed.

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

No PIP plan available

This application does not have a PIP plan uploaded for this school or this district. Please forward or have your district forward the plan document via an Intercom support request and we will upload it.

Description

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

Bear Creek looks for partnerships that are mutually beneficial to best serve our students. Our staff is dedicated to meeting the educational needs of all children and we believe that involvement and assistance from community partnerships completes the vision we have of attaining high student achievement.

The classroom partnerships are mainly secured through our Family & Community Liaison. She reaches out to the surrounding community by visiting the local businesses or with personal phone calls to owners and managers. These partnerships run throughout the initial year with continued communication that allows us the possibility to sustain the relationship from year to year.

Businesses, community service organizations, and families have joined us as partners.

Involvement includes:

Sending employees to volunteer or become part of our mentor program

Speaking at our school about their business/career for the Great American Teach In

Recognizing students for academics, attendance or behavior

Teacher Incentives

Participating in PTA or SAC

Visits to tour our campus

Inviting students on a fieldtrip to their business or display student work

Making a monetary donation/or purchasing items for specific programs/classrooms by becoming involved in our Adopt-A-Class program

Pack-a-Snack program

Additionally, the partner receives:

Advertisement in our school newsletter and a thank you on our school marquee

A personal certificate of recognition for their contribution

A thank you from the class/staff

An invitation to an end of year celebration and to events held at our school throughout the year

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	Email
Wesley, Delores	Principal	wesleyd@pcsb.org
Houston, Willette	Assistant Principal	douglaswi@pcsb.org
Kwiatkowski, Claudine	Other	kwiatkowskic@pcsb.org
Griffin, Ann	Other	griffina@pcsb.org
Fairbanks, Emily	Psychologist	fairbankse@pcsb.org
Spanfelner, Chanda	Other	spanfelnerc@pcsb.org
Capen, Alicia	Other	capena@pcsb.org
Johnson-Levy, Sharon	Guidance Counselor	johnson-levys@pcsb.org
Shible, Melissa	Teacher, ESE	shiblem@pcsb.org
Beck, Ann	Attendance/Social Work	beckd@pcsb.org
Sterner, Jean	Instructional Coach	sternerj@pcsb.org

Duties

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

- Principal (Delores Wesley) - Monitor the process
- Assistant Principal (Willette Douglas) - Time keeper; helps team begin on time and ensures adherence to agreed upon agenda
- MTSS Coach (Claudine Kwiatkowski) - Generates agenda, leads meeting discussion and generally facilitates the meeting
- Language Arts Coach (Ann Griffin) - provide feedback and ongoing support for staff
- Math Coach (Jean Sterner) - provide feedback and ongoing support for staff
- Psychologist (Emily Fairbanks) - assist team in accessing and interpreting (aggregating/disaggregating) the data
- Social Worker (Ann Beck) - assist team in accessing and interpreting EWS data
- Diagnostician (Chanda Spanfelner) - assist team in accessing and interpreting (aggregating/disaggregating) the data
- Guidance Counselor (Sharon Johnson-Levy) - assist team in accessing and interpreting (aggregating/disaggregating) discipline data
- VE Resource teacher (Melissa Shible) - provide feedback and resources were needed
- SLP(Alicia Capen) - provide feedback and resources were needed

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 Bear Creek MTSS team meets every Tuesday at 7:30 am in the data room to review/revise current processes, analyze Tier 1, Tier 2 and Tier 3 progress and make adjustments to current plans as needed. The team uses student performance and discipline data to make decisions about instruction, SIP goals and eligibility.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Delores Wesley	Principal
Melissa Johnson	Parent
Willette Houston	Education Support Employee
Claudine Kwaitkowski	Education Support Employee
Jessica D'Angelo	Teacher
Stacey Montgomery	Teacher
Tim Swerdloff	Parent
Mrs. Geiring	Parent
Angela Godwin	Parent

Duties

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

Evaluation of last year's school improvement plan

Our students in grade 5 met our science goal of increasing the numbers of proficient in this area from 32% to 50 %. We did not meet our academic goal in reading or math. Student did show an increase in our grades 3-5 annual learning gains and lowest 25% gains. Strategies that were successful include: grades 3-5 science lab, extended learning opportunities (Promise Time and enrichment clubs), embedded literacy coach.

Development of this school improvement plan

The SAC collects and analyzes information about the community and the school and receives public input regarding needs (Needs Assessment) of the school. SAC provides ongoing review of the progress being made toward implementation of the School Improvement Plan. The SAC also evaluates success by monitoring short-term and long-term outcomes. SAC members are given the opportunity to provide feedback and input on goals of the school. SAC's specific focus is to assist in increasing parental involvement in academic programs.

Preparation of the school's annual budget and plan

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

The 2013-2014 SIP budget was used to retain substitute teachers for TDEs in grades K-5, ESE and Pre-K. During grade level TDEs, teachers used this time for lesson study (grade 1) and analyzing data.

\$1500(SIP allocated budget) - \$1890(grade level TDEs)

Verify that the school is in compliance with section 1001.452, F.S., 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)

Meets the requirements of Rule 6A-6.053(3), F.A.C.

Membership

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

Name	Title	Email
Wesley, Delores	Principal	wesleyd@pcsb.org
Houston, Willette	Assistant Principal	douglaswi@pcsb.org
Griffin, Ann	Instructional Coach	griffina@pcsb.org
Kwiatkowski, Claudine	Instructional Coach	kwiatkowskic@pcsb.org
Hemmel, Kris	Other	hemmelk@pcsb.org
Krenitsky, Mary	Other	krenitskyma@pcsb.org

Duties

Describe how the LLT promotes literacy within the school

Literacy Leadership Team promotes literacy within the school by focusing on the following areas of literacy concern:

- Support for text complexity
- Support for instructional skills to improve reading comprehension
 - o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
 - o Providing scaffolding that does not preempt or replace text reading by students
 - o Developing and asking text dependent questions from a range of question types
 - o Emphasizing students supporting their answers based upon evidence from the text
 - o Providing extensive research and writing opportunities (claims and evidence)
- Support for implementation of Florida State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).

The district will provide training and tools for Literacy Leadership Teams.

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

We have implemented a true block schedule which allows teachers to meet as a grade level team for collaborative planning and instruction. This also allows opportunites for our embedded coaches to meet

with grade level teams to unpack standards, develop lessons via backwards design and develop formative assessments in an effort to make informed instructional decisions. Block scheduling allows grade level teams to meet each Tuesday in PLCs with support of the administrative team.

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

As a turnaround school, administration was able to interview the entire staff and retain teachers who we felt were in alignment with the current direction of the school and an overall "good fit" for the school. With district support administration was also able to provide teachers with a \$3,000 recruitment bonus as an incentive.

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

1. First year teachers will be assigned a site-based mentor to meet with weekly for ongoing guidance (Lead Mentors will support this initiative)
2. Pinellas county's taxpayers passed a referendum which funds higher salaries for all teachers (County-wide initiative which is reviewed every 4 years pay tax payers.
3. Title I; Supplemental Title I Funds are allocated to further facilitate increased student achievement. Through these funds, Title I Hourly Teachers and a MTSS Coach are retained. Currently, we do not have any new teachers. Team leaders serve as a liaison between administration and grade level teams. Teachers new to Bear Creek will be given opportunities to observe colleagues during designated times or segments of the day.

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

We rely on the expertise of the Elementary Teaching and Learning dept., administration and embedded coaches to ensure that our core instructional programs and materials are aligned to the Florida standards by monitoring the following:

- Teachers align instruction to meet the Florida Standards for all content areas (ELA and MAFS), along with the Science NGSSS.
- Teachers regularly assess (both formally and informally) and utilize data to modify and adjust instruction.
- Teachers use data to differentiate and scaffold to increase student performance.
- Teachers provide students with extensive opportunities to write across all content areas.
- Teachers establish routine practice for students using Success Criteria to track individual progress of Learning Goals.

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

Under the guidelines of problem-solving framework, we rely on ongoing data collection and strategic planning to make decisions, build infrastructure and monitor the implementation of best practices to support MTSS.

Problem Solving Flow through Tier 3

SBLT reviews Tier 1

Academic - Common assessment data (ELA, math, science and running records).

Behavior - Incident reports

Tier 2 interventions assigned and data collected

Behavior/Academic group reviews data and prepares for SBLT Tier 2 data review

From Tier 2 data, SBLT determines students who may require change in interventions or needing more intensive Tier 3 services

* If Tier 3 is recommended, SBLT assigns facilitator

* If for behavior, completes Request for Service to facilitate FBA (get consent if ESE);

* Date is selected for meeting and appointment is made in Tier 3 Book.

* Guidance counselor will send notices to parent and email teacher.

* PSW or FBA/PBIP is implemented and updated periodically.

* After several revisions, if no improvements are seen, the Tier 3 team involved with the student can consider evaluation.

* If evaluation is warranted, Procedural Safeguards and consent will be obtained at the meeting.

When Consent is signed by the parent, it should be given to the MTSS Coach. The MTSS Coach will give the date the parent returned the Consent to the CED to enter in Portal. They will then send a Request for Service for evaluation or reevaluation to Central Files.

The evaluation needs to be completed within 60 school days. The MTSS Coach will put all of the reports into the folder and print the checklist. If academic, the RtI Coach, Educational Diagnostician, and School Psychologist will complete the Multidisciplinary Report.

• If behavior, sign the folder out to the principal and give the folder to the principal. The Principal will complete checklist and assign draft IEP to an ESE provider with a due date. Principal will submit the folder to ESE Compliance Diagnostician.

• If academic, bring to the Academic Team weekly meeting to be assigned to an ESE provider to draft an IEP. Meeting notes will reflect the person assigned to prepare the folder and IEP and submit to Compliance Educational Diagnostician. The Academic Team should be made aware of when the folder is submitted as a follow up.

The full SBLT should be made aware of when folders are submitted for eligibility.

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 type: After School Program

Minutes added to school year: 7,200

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Strategy Description

This year we will be implementing "Promise Time" after school extension and enrichment program(s) to provide students with extended learning opportunities. We will expand the school year by at least 7200 minutes to improve student outcomes in core academic subjects, broaden enrichment opportunities, and improve instruction by adding more planning and professional development time for teachers.

Our goal is to have a math, reading and STEM afternoon learning academies.

Strategy Rationale

Research suggests that regular participation in programs that provide academic and social activities contribute positively to children's academic and social development.

Person(s) responsible for monitoring implementation of the strategy

Houston, Willette, douglaswi@pcsb.org

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

I-ready OPM data collection will take place every six weeks to determine where adjustments to the

curriculum should be made and whether or not the implementation is effective.

Data collection tools such as running records, and formal/informal district approved assessment tools will be used to monitor student progress.

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 Teachers will host an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference.

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), F.S

N/A

School Improvement Goals

Goals Summary

- G1.** Decrease the number of students identified under the EWS indicators. Please see individual targets as outlined under EWS plan.

- G2.** Increase science proficiency in grades 5 from 50% to 55% as measured by the FCAT 2.0 state assessment. We will also increase the number of STEM related opportunities for students in grades 3-5.

- G3.** Increase ELA reading proficiency in grades 3-5 from 36% to 42% and increase ELA writing proficiency from as measured by the state assessment. 100% of students in grades 4-5 will make annual learning gains as measured by the state assessment. Under the Bradley MOU close the achievement gap between our black and non-black students.

- G4.** Increase math proficiency in grades 3-5 from 28% to 35% as measured by the state assessment. 100% of students in grades 4-5 will make annual learning gains as measured by the state assessment. Under the Bradley MOU close the achievement gap between our black and non-black students.

Goals Detail

G1. Decrease the number of students identified under the EWS indicators. Please see individual targets as outlined under EWS plan.

Targets Supported

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	17.0

Resources Available to Support the Goal

- Child Study Team
- Social Worker
- Administration
- Guidance Counselor

Targeted Barriers to Achieving the Goal

- Process of identifying students falling under the EWS indicators

Plan to Monitor Progress Toward the Goal	
Monthly EWS data	
Person Responsible	Willette Houston
Schedule	Monthly, from 08/18/2014 to 06/02/2015
Evidence of Completion	EWS data review minutes

G2. Increase science proficiency in grades 5 from 50% to 55% as measured by the FCAT 2.0 state assessment. We will also increase the number of STEM related opportunities for students in grades 3-5.

Targets Supported

Indicator	Annual Target
FCAT 2.0 Science % Proficient	55.0

Resources Available to Support the Goal

- District support
- Title I support (funding, interventionists and hourly teachers)
- District-wide science coach
- Common planning
- Professional development
- LLC
- SBLT
- ELP/STEM

Targeted Barriers to Achieving the Goal

- Lack of effective science instructional best practices

<i>Plan to Monitor Progress Toward the Goal</i>	
Common assessment, lab pre/post assessments and success criteria data will be collected and reviewed throughout the year.	
Person Responsible	Claudine Kwiatkowski
Schedule	Monthly, from 09/30/2014 to 06/02/2015
Evidence of Completion	PLC and data review meeting minutes/agenda

G3. Increase ELA reading proficiency in grades 3-5 from 36% to 42% and increase ELA writing proficiency from as measured by the state assessment. 100% of students in grades 4-5 will make annual learning gains as measured by the state assessment. Under the Bradley MOU close the achievement gap between our black and non-black students.

Targets Supported

Indicator	Annual Target
AMO Targets Reading - All Students	59.0

Resources Available to Support the Goal

- District support
- Title I support (funding, interventionists and hourly teachers)
- Common planning
- Professional development
- LLC
- SBLT
- ELP

Targeted Barriers to Achieving the Goal

- Lack of effective planning
- Lack of instructional best practices implementation

<i>Plan to Monitor Progress Toward the Goal</i>	
Additional training and support will be provided as need individually, by grade level, or whole school based on trend-data	
Person Responsible	Delores Wesley
Schedule	Weekly, from 08/18/2014 to 06/02/2015
Evidence of Completion	PD/PLC agendas

G4. Increase math proficiency in grades 3-5 from 28% to 35% as measured by the state assessment. 100% of students in grades 4-5 will make annual learning gains as measured by the state assessment. Under the Bradley MOU close the achievement gap between our black and non-black students.

Targets Supported

Indicator	Annual Target
AMO Targets Math - All Students	58.0

Resources Available to Support the Goal

- District support
- Title I support (funding, interventionists and hourly teachers)
- Embedded coaching support (literacy, math and science)
- Common planning
- Professional development
- LLC
- Science Lab
- SBLT
- ELP/STEM Academy

Targeted Barriers to Achieving the Goal

- Lack of effective planning
- Lack of instructional best practices implementation

Plan to Monitor Progress Toward the Goal	
Math common assessment data will be used to determine student progress towards the identified goal.	
Person Responsible	Delores Wesley
Schedule	Weekly, from 08/18/2014 to 06/02/2015
Evidence of Completion	Students will show learning gains on common assessments.

Action Plan for Improvement of SIG-Targeted Schools

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Decrease the number of students identified under the EWS indicators. Please see individual targets as outlined under EWS plan.

G1.B1 Process of identifying students falling under the EWS indicators

G1.B1.S1 Include a time (monthly) on the master professional development schedule to review EWS data

Strategy Rationale

Action Step 1	
Administration and grade level teachers will have ongoing dialogue regarding students who are identified under 2+ EWS indicators.	
Person Responsible	Willette Houston
Schedule	Monthly, from 08/18/2014 to 06/02/2015
Evidence of Completion	PLC agenda and EWS data information

Plan to Monitor Fidelity of Implementation of G1.B1.S1	
CST team will determine if the current plan is assisting us in identifying students early who fall into this category	
Person Responsible	Ann Beck
Schedule	Weekly, from 08/18/2014 to 06/02/2015
Evidence of Completion	CST team meeting agenda and minutes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1	
The problem solving process will be used to determine implementation effectiveness	
Person Responsible	Ann Beck
Schedule	Monthly, from 08/18/2014 to 06/02/2015
Evidence of Completion	CST team meeting agenda

G2. Increase science proficiency in grades 5 from 50% to 55% as measured by the FCAT 2.0 state assessment. We will also increase the number of STEM related opportunities for students in grades 3-5.

G2.B1 Lack of effective science instructional best practices

G2.B1.S1 Increased fidelity of effective science instructional best practices

Strategy Rationale

Action Step 1	
Teachers will receive science training from coach and learning specialist in using new curriculum guides, SLAG, 5Es, and formative assessments	
Person Responsible	Willette Houston
Schedule	Monthly, from 08/18/2014 to 06/02/2015
Evidence of Completion	PD agendas and lesson plans

Action Step 2	
Students in grades 3-5 will participate in "hands on learning" in the school's onsite science lab.	
Person Responsible	Willette Houston
Schedule	Every 6 Weeks, from 09/15/2014 to 06/02/2015
Evidence of Completion	Lesson plans and science lab schedule

Plan to Monitor Fidelity of Implementation of G2.B1.S1	
Administrators will provide teachers and science coach with walkthrough feedback on implementation of science instructional best practices.	
Person Responsible	Delores Wesley
Schedule	Monthly, from 08/18/2014 to 06/02/2015
Evidence of Completion	Walkthrough data

Plan to Monitor Effectiveness of Implementation of G2.B1.S1	
Additional training and support will be provided as need individually, by grade level, or whole school based on trend-data.	
Person Responsible	Delores Wesley
Schedule	Monthly, from 10/01/2014 to 06/02/2015
Evidence of Completion	PLCs/data review meeting agendas

G3. Increase ELA reading proficiency in grades 3-5 from 36% to 42% and increase ELA writing proficiency from as measured by the state assessment. 100% of students in grades 4-5 will make annual learning gains as measured by the state assessment. Under the Bradley MOU close the achievement gap between our black and non-black students.

G3.B1 Lack of effective planning

G3.B1.S1 Increased fidelity of effective ELA (reading and writing) lesson planning

Strategy Rationale

Action Step 1	
Embedded literacy coach will model exemplar lessons and work with teachers to study effective methods to meet the standards which include: lesson study, cycles of coaching, and follow up or feedback sessions.	
Person Responsible	Ann Griffin
Schedule	Weekly, from 08/18/2014 to 06/02/2015
Evidence of Completion	Lesson plans and coaching log
Action Step 2	
During collaborative planning sessions, teachers and the embedded literacy coach will design effective student centered lessons based on the ELA (reading and writing) standards. Lessons will include: word work, close reading of grade level material and explicit reading and writing standards based instruction.	
Person Responsible	Ann Griffin
Schedule	Biweekly, from 08/18/2014 to 06/02/2015
Evidence of Completion	PD agendas and lesson plans
Plan to Monitor Fidelity of Implementation of G3.B1.S1	
Literacy Coach will support, coach, model and provide feedback	
Person Responsible	Ann Griffin
Schedule	Weekly, from 09/15/2014 to 06/02/2015
Evidence of Completion	Coaching log
Plan to Monitor Effectiveness of Implementation of G3.B1.S1	
Administrators will observe and provide feedback	
Person Responsible	Delores Wesley
Schedule	Weekly, from 08/18/2014 to 06/02/2015
Evidence of Completion	Leadership team meeting minutes

G3.B2 Lack of instructional best practices implementation**G3.B2.S1** Increased fidelity of ELA (reading and writing) instructional best practices**Strategy Rationale**

Action Step 1	
Literacy coach will model exemplar lessons and work with teachers to study effective methods to meet the standards.	
Person Responsible	Ann Griffin
Schedule	Monthly, from 08/18/2014 to 06/02/2015
Evidence of Completion	Common planning agendas

Action Step 2	
Teachers will implement lessons that include effective best practices: student engagement strategies, the gradual release model, problem solving strategies, appropriate scaffolding and differentiation, a high level of rigor (using Webb's Depths of Knowledge) and AVID strategies.	
Person Responsible	Ann Griffin
Schedule	Biweekly, from 08/18/2014 to 06/02/2015
Evidence of Completion	Planning/Professional development agendas

Action Step 3	
Teachers will use formative and summative assessments to inform, modify, and adjust instruction in all content areas.	
Person Responsible	Delores Wesley
Schedule	Monthly, from 09/15/2014 to 06/02/2015
Evidence of Completion	Monthly data chats

Plan to Monitor Fidelity of Implementation of G3.B2.S1	
Literacy coach will support, coach, model and provide feedback	
Person Responsible	Ann Griffin
Schedule	Biweekly, from 08/18/2014 to 06/02/2015
Evidence of Completion	Coaching logs, walkthrough feedback data and PLCs

Plan to Monitor Effectiveness of Implementation of G3.B2.S1	
Additional training and support will be provided as need individually, by grade level, or whole school based on trend-data	
Person Responsible	Delores Wesley
Schedule	Monthly, from 08/18/2014 to 06/02/2015
Evidence of Completion	PLCs/walkthrough data review

G4. Increase math proficiency in grades 3-5 from 28% to 35% as measured by the state assessment. 100% of students in grades 4-5 will make annual learning gains as measured by the state assessment. Under the Bradley MOU close the achievement gap between our black and non-black students.

G4.B1 Lack of effective planning

G4.B1.S1 Increased fidelity of effective math lesson planning

Strategy Rationale

Action Step 1	
During collaborative planning sessions, teachers and the embedded math coach will design effective student centered lessons based on the Eight Mathematical Practices and will include: formative assessment tools, and the use of curriculum and content planning guides.	
Person Responsible	Jean Sterner
Schedule	Weekly, from 08/18/2014 to 06/02/2015
Evidence of Completion	PD agendas, PLC minutes and collaborative planning lessons

Action Step 2	
Embedded math coach will model exemplar lessons and work with teachers to study effective methods to meet the standards which include: lesson study, cycles of coaching, and follow up or feedback sessions.	
Person Responsible	Jean Sterner
Schedule	Weekly, from 08/18/2014 to 06/02/2015
Evidence of Completion	PD agendas, PLC minutes and collaborative planning lessons

Plan to Monitor Fidelity of Implementation of G4.B1.S1	
Monitor Implementation of effective planning during administrative walk-throughs.	
Person Responsible	Delores Wesley
Schedule	Weekly, from 08/18/2014 to 06/02/2015
Evidence of Completion	Walk-through data

Plan to Monitor Effectiveness of Implementation of G4.B1.S1	
Walk-through feedback will be used to monitor and support the effectiveness of this strategy.	
Person Responsible	Willette Houston
Schedule	Weekly, from 08/18/2014 to 06/02/2015
Evidence of Completion	Walk-through data

G4.B2 Lack of instructional best practices implementation**G4.B2.S1** Increased fidelity of mathematical instructional best practices**Strategy Rationale**

Action Step 1	
Math coach will model exemplar lessons and work with teachers to study effective methods to meet the standards.	
Person Responsible	Jean Sterner
Schedule	Quarterly, from 08/18/2014 to 06/02/2015
Evidence of Completion	Exemplar lessons and meeting schedule

Action Step 2	
Teachers will implement lessons that include effective best practices: student engagement strategies, the gradual release model, problem solving strategies, appropriate scaffolding and differentiation, a high level of rigor (using Webb's Depths of Knowledge) and AVID strategies.	
Person Responsible	Jean Sterner
Schedule	Biweekly, from 08/18/2014 to 06/02/2015
Evidence of Completion	Lesson plans and implementation of best strategies through walk-thru data

Action Step 3	
Teachers will use formative and summative assessments to inform, modify, and adjust instruction in all content areas.	
Person Responsible	Willette Houston
Schedule	Monthly, from 08/18/2014 to 06/02/2015
Evidence of Completion	formative assessment data

Plan to Monitor Fidelity of Implementation of G4.B2.S1	
Administration will develop a collaborative planning schedule with identified times	
Person Responsible	Delores Wesley
Schedule	Monthly, from 08/18/2014 to 06/02/2015
Evidence of Completion	Sample lessons, PD agendas and coaching logs.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1	
Administration will conduct walkthroughs.	
Person Responsible	Delores Wesley
Schedule	Daily, from 08/18/2014 to 06/02/2015
Evidence of Completion	Walk-through data

Professional Development

For each professional development activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::

Professional Development Table coming soon

Technical Assistance

For each technical assistance activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::

Technical Assistance Table coming soon

Budget Rollup

Budget summary data as entered into the Problem Solving section of this plan:

Budget Rollup Table coming soon