

# Bear Creek Elementary School



2015-16 School Improvement Plan

## Bear Creek Elementary School

350 61ST ST S, St Petersburg, FL 33707

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

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

65%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

63%

### School Grades History

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

### School Board Approval

This plan is pending approval by the Pinellas 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: 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 liasion 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 FSA bottom quintile, running record, iStation, common assessment (reading and math) and SAT-10 data

### **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	11	14	10	7	9	1	52
One or more suspensions	9	5	15	16	22	12	79
Course failure in ELA or Math	1	7	5	6	0	0	19
Level 1 on statewide assessment	0	0	0	0	0	0	
	0	0	0	0	0	0	

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

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

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning 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. 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 every other Friday 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**

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

**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:

Name	Title
Wesley, Delores	Principal
Houston, Willette	Assistant Principal
Kwiatkowski, Claudine	Other
Griffin, Ann	Other
Fairbanks, Emily	Psychologist
Spanfelner, Chanda	Other
Capen, Alicia	Other
Johnson-Levy, Sharon	Guidance Counselor
Shible, Melissa	Teacher, ESE
Beck, Ann	Attendance/Social Work
Richards-Betts, Gwendetta	Instructional Coach

#### 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) - assist team in accessing and interpreting (aggregating/ disaggregating) the data
- LLI (Kristine Hemmel) - Time keeper; helps team begin on time and ensures adherence to agreed upon agenda
- MTSS Coach (Claudine Kwaitkowski) - Generates agenda, leads meeting discussion and generally facilitates the meeting
- Language Arts Coach (Ann Griffin) - provide feedback and ongoing support for staff
- Math Coach (Gwendetta Betts-Richards) - 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:

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

#### 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*

SAC will continue to and monitor Our 2014-2015 science proficiency decreased as measured by Science FCAT 2.0, going from 50% to 38%. Our 2014-2015 state FSA reading and math data is presently unavailable.

*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*

Funds for the 2015-2016 school term have not been allocated.

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

The 2014-2015 school improvement funds were 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 (grades K-4) and analyzing data.  
\$1500(SIP allocated budget)  
Our present balance is \$346.84.

***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:**

Name	Title
Wesley, Delores	Principal
Houston, Willette	Assistant Principal
Griffin, Ann	Instructional Coach
Kwiatkowski, Claudine	Instructional Coach
Hemmel, Kris	Other

**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 opportunities 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 have six new teachers. Our Lead mentor and team leaders will serve as liaisons 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:

- During common planning, embedded coaches assist teachers in aligning 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 and Scales 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***

Making data informed decisions - During weekly PLCs and common planning sessions with our embedded coaches, teachers will analyze formative assessment data to adjust instruction (whole and small group) to meet the needs of individual learners. Teachers will use iStation, running record, and common assessments data in reading. Teachers will use Soar to Success and common assessments in math to supplement and support students having difficulties attaining proficiency in these areas. Teachers will develop student friendly learning goals and performance scales, aligned to the grade level standards, to effectively communicate the purpose of the lesson.

Teachers will Focus on integrating AVID strategies into the content in grades K-5.

- Planners building consistency and a protocol for the school
- Goal setting both short term and long term
- Note taking strategies

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

**Strategy: After School Program**

**Minutes added to school year: 7,200**

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 and reading 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.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**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.

In late Spring AVID students from our feeder, middle and high, are invited to talk with our fourth and fifth grade students to help them in preparing for their transition to post elementary school.

**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

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Under the Bradley Memorandum of Understanding, close the achievement gap between our African American and non-African American to meet our 2016 reading and math AMO targets.
- G2.** Decrease the number of students identified under two or more EWS indicators from 17% to 15% as identified in Performance Matters data base.
- G3.** Increase science proficiency in grade 5 from 38% to 44% as measured by the FCAT 2.0 state assessment.
- G4.** Increase grades 3-5 ELA proficiency rate to exceed district's ELA average by 3% as measured by the FSA. Increase grade 1 reading comprehension proficiency stanines from 46% to 51% as measured by SAT-10. Increase grade 2 reading comprehension proficiency stanines from 45% to 51% as measured by SAT-10.
- G5.** Increase grades 3-5 math proficiency rate to exceed the district's math average by 3% as measured by the FSA. Students in grade 1 will increase mathematical problem solving proficiency stanines from 57% to 61% as measured by SAT-10. Students in grade 2 will increase mathematical problem solving proficiency stanines from 53% to 58% as measured by SAT-10.

## 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.** Under the Bradley Memorandum of Understanding, close the achievement gap between our African American and non-African American to meet our 2016 reading and math AMO targets. 1a

G065379

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - African American	49.0
AMO Reading - African American	54.0

**Resources Available to Support the Goal** 2

- MTSS process
- Connect to Success at home technology program
- Extended day learning
- Small group instruction
- AVID strategies
- Students Services (social worker, MTSS coach, guidance counselor, SLP, VE resource teachers, and psychologist)

**Targeted Barriers to Achieving the Goal** 3

- Inconsistent use of incorporating different student learning styles in lessons

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

SBLT will review running record, common and module assessment data

**Person Responsible**

Delores Wesley

**Schedule**

On 5/31/2016

**Evidence of Completion**

SBLT meeting minutes

**G2.** Decrease the number of students identified under two or more EWS indicators from 17% to 15% as identified in Performance Matters data base. 1a

G063559

**Targets Supported** 1b

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

**Resources Available to Support the Goal** 2

- Child Study Team
- Social Worker
- Administration
- Guidance Counselor
- Students Services (social worker, MTSS coach, guidance counselor, SLP, VE resource teachers, and psychologist)

**Targeted Barriers to Achieving the Goal** 3

- Process of identifying and monitoring students who fall under two or more EWS indicators

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

EWS data pulled from Performance Matters

**Person Responsible**

Willette Houston

**Schedule**

Monthly, from 9/1/2015 to 5/31/2016

**Evidence of Completion**

EWS data review minutes

**G3. Increase science proficiency in grade 5 from 38% to 44% as measured by the FCAT 2.0 state assessment.** 1a

G063560

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	44.0

**Resources Available to Support the Goal** 2

- District support
- Science Lab
- District-wide science coach
- Common planning
- Professional development
- LLC
- SBLT

**Targeted Barriers to Achieving the Goal** 3

- Lack of effective science instructional best practices

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

Common assessment, lab pre/post assessments and success criteria data will be collected and reviewed throughout the year.

**Person Responsible**

Willette Houston

**Schedule**

Monthly, from 9/1/2015 to 5/31/2016

**Evidence of Completion**

PLC and data review meeting minutes/agenda

**G4.** Increase grades 3-5 ELA proficiency rate to exceed district's ELA average by 3% as measured by the FSA. Increase grade 1 reading comprehension proficiency stanines from 46% to 51% as measured by SAT-10. Increase grade 2 reading comprehension proficiency stanines from 45% to 51% as measured by SAT-10. 1a

G063561

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	64.0

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

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

**Plan to Monitor Progress Toward G4.** 8

Additional training and support will be provided as needed individually, by grade level, or whole school based on trend-data

**Person Responsible**

Delores Wesley

**Schedule**

Weekly, from 9/1/2015 to 5/31/2016

**Evidence of Completion**

PD/PLC agendas

**G5.** Increase grades 3-5 math proficiency rate to exceed the district's math average by 3% as measured by the FSA. Students in grade 1 will increase mathematical problem solving proficiency stanines from 57% to 61% as measured by SAT-10. Students in grade 2 will increase mathematical problem solving proficiency stanines from 53% to 58% as measured by SAT-10. 1a

G063562

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	63.0

**Resources Available to Support the Goal** 2

- District support
- Title I support (MTSS and hourly teachers)
- Embedded coaching support (literacy, math and science)
- Common planning
- Professional development
- LLC
- Science Lab
- SBLT
- 

**Targeted Barriers to Achieving the Goal** 3

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

**Plan to Monitor Progress Toward G5.** 8

Math common assessment data will be used to determine student progress towards the identified goal.

**Person Responsible**

Delores Wesley

**Schedule**

Monthly, from 9/1/2015 to 5/31/2016

**Evidence of Completion**

Students will show learning gains on common assessments.

## 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.** Under the Bradley Memorandum of Understanding, close the achievement gap between our African American and non-African American to meet our 2016 reading and math AMO targets. **1**


 G065379

**G1.B2** Inconsistent use of incorporating different student learning styles in lessons **2**

 B168960

**G1.B2.S1** Provide teachers with training on how the brain and learning styles should inform instruction

**4**

 S180612

### Strategy Rationale

Academic achievement research shows a strong correlation between preferred student learning styles and teacher instructional best practices

### Action Step 1 **5**

Teachers will receive PD on the benefits of incorporating learning styles in lessons

#### Person Responsible

Willette Houston

#### Schedule

Monthly, from 9/1/2015 to 5/31/2016

#### Evidence of Completion



**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Review of weekly lessons plans addressing varied learning styles and walk-through data

**Person Responsible**

Willette Houston

**Schedule**

Monthly, from 9/1/2015 to 5/31/2016

***Evidence of Completion***

Weekly lesson plans and walk-through feedback

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Gap analysis of common and module assessment data

**Person Responsible**

Claudine Kwiatkowski


**Schedule**

Every 2 Months, from 9/1/2015 to 5/31/2016


***Evidence of Completion***

Meeting minutes, results of the gap analysis among African American and their non-African American peers


**G2.** Decrease the number of students identified under two or more EWS indicators from 17% to 15% as identified in Performance Matters data base. **1**

 G063559

**G2.B1** Process of identifying and monitoring students who fall under two or more EWS indicators **2**

 B163654

**G2.B1.S1** Include a time (monthly) on the master professional development schedule to review EWS data during PLCs. **4**

 S175137

### **Strategy Rationale**

Providing time within the master PD schedule will ensure that the process will take place.

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

Administration and grade level teachers will meet monthly to review and discuss the progress (academic, attendance and behavior) of students identified under 2+ EWS indicators.

#### **Person Responsible**

Willette Houston

#### **Schedule**

Monthly, from 9/1/2015 to 5/31/2016

#### **Evidence of Completion**

PLC agenda, meeting minutes and Performance Matters EWS data information

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

CST & SBLT will meet monthly to review EWS data and determine what additional supports are needed for student success.

#### **Person Responsible**

Delores Wesley

#### **Schedule**

Weekly, from 9/1/2015 to 5/31/2016

#### **Evidence of Completion**

CST and SBLT meeting agenda and minutes

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

The problem solving process will be used to determine implementation effectiveness

**Person Responsible**

Claudine Kwiatkowski

**Schedule**


Monthly, from 9/1/2015 to 5/31/2016

**Evidence of Completion**


CST and SBLT team meeting agenda

**G3.** Increase science proficiency in grade 5 from 38% to 44% as measured by the FCAT 2.0 state assessment.

1

 G063560

**G3.B1** Lack of effective science instructional best practices 2

 B163655

**G3.B1.S1** Increased fidelity of effective science instructional best practices 4

 S175138

**Strategy Rationale**

**Action Step 1** 5

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 9/1/2015 to 5/31/2016

**Evidence of Completion**

PD agendas and lesson plans

**Action Step 2** 5

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 9/1/2015 to 5/31/2016

**Evidence of Completion**

Lesson plans and science lab schedule

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

Administrators will provide teachers and science coach with walkthrough feedback on implementation of science instructional best practices.

**Person Responsible**

Delores Wesley

**Schedule**

Monthly, from 9/8/2015 to 5/31/2016

**Evidence of Completion**

Walkthrough data

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

Additional training and support will be provided as needed individually, by grade level, or whole school based on trend-data. Administration will monitor lesson plans and provide teachers with walk-through feedback.

**Person Responsible**

Delores Wesley

**Schedule**

Monthly, from 9/1/2015 to 5/31/2016

**Evidence of Completion**

Lesson plans/PLCs/data review meeting agendas

**G4.** Increase grades 3-5 ELA proficiency rate to exceed district's ELA average by 3% as measured by the FSA. Increase grade 1 reading comprehension proficiency stanines from 46% to 51% as measured by SAT-10. Increase grade 2 reading comprehension proficiency stanines from 45% to 51% as measured by SAT-10. 1

G063561

**G4.B1** Lack of effective planning 2

B163656

**G4.B1.S1** Increased fidelity of effective ELA (reading and writing) lesson planning 4

S175139

### Strategy Rationale

#### Action Step 1 5

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 9/1/2015 to 5/31/2016

#### Evidence of Completion

Lesson plans and coaching log

#### Action Step 2 5

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 9/1/2015 to 5/31/2016

#### Evidence of Completion

PD agendas and lesson plans

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Administration, literacy and MTSS coach will support, coach, model and provide feedback

**Person Responsible**

Delores Wesley

**Schedule**

Weekly, from 9/1/2015 to 5/31/2016

***Evidence of Completion***

Coaching log, walk-through data, PLC minutes and intervention fidelity check lists.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

Administrators will observe and provide feedback

**Person Responsible**

Delores Wesley


**Schedule**

Weekly, from 9/1/2015 to 5/31/2016


***Evidence of Completion***

Leadership team meeting minutes

**G4.B2** Lack of instructional best practices implementation 2

 B163657

**G4.B2.S1** Increased fidelity of ELA (reading and writing) instructional best practices 4

 S175140

**Strategy Rationale**

**Action Step 1** 5

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 9/1/2015 to 5/31/2016

***Evidence of Completion***

Common planning agendas

**Action Step 2** 5

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 9/1/2015 to 5/31/2016

***Evidence of Completion***

Planning/Professional development agendas

**Action Step 3** 5

Teachers will use formative and summative assessments to inform, modify, and adjust instruction in all content areas.

**Person Responsible**

Ann Griffin

**Schedule**

Monthly, from 9/1/2015 to 5/31/2016

***Evidence of Completion***

Monthly data chats

**Plan to Monitor Fidelity of Implementation of G4.B2.S1** 6

Literacy coach will support, coach, model and provide feedback

**Person Responsible**

Delores Wesley

**Schedule**

Biweekly, from 9/1/2015 to 5/31/2016

***Evidence of Completion***

Coaching logs, walkthrough feedback data and PLCs

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1** 7

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 9/1/2015 to 5/31/2016

***Evidence of Completion***


PLCs/walkthrough data review




**G5.** Increase grades 3-5 math proficiency rate to exceed the district's math average by 3% as measured by the FSA. Students in grade 1 will increase mathematical problem solving proficiency stanines from 57% to 61% as measured by SAT-10. Students in grade 2 will increase mathematical problem solving proficiency stanines from 53% to 58% as measured by SAT-10. **1**

 G063562

**G5.B1** Lack of effective planning **2**

 B163658

**G5.B1.S1** Increased fidelity of effective math lesson planning **4**

 S175141

### Strategy Rationale

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

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**

Gwendetta Richards-Betts

#### **Schedule**

Weekly, from 9/1/2015 to 5/31/2016

#### **Evidence of Completion**

PD agendas, PLC minutes and collaborative planning lessons

#### Action Step 2 **5**

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**

Gwendetta Richards-Betts

#### **Schedule**

Weekly, from 9/1/2015 to 5/31/2016

#### **Evidence of Completion**

PD agendas, PLC minutes and collaborative planning lessons

**Plan to Monitor Fidelity of Implementation of G5.B1.S1** 6

Monitor Implementation of effective planning during administrative walk-throughs.

**Person Responsible**

Delores Wesley

**Schedule**

Weekly, from 9/1/2015 to 5/31/2016

***Evidence of Completion***

Walk-through data

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

Walk-through feedback will be used to monitor and support the effectiveness of this strategy.

**Person Responsible**

Delores Wesley

**Schedule**

Monthly, from 9/1/2015 to 5/31/2016

***Evidence of Completion***

Walk-through data

**G5.B2** Lack of instructional best practices implementation **2**

 B163659

**G5.B2.S1** Increased fidelity of mathematical instructional best practices **4**

 S175142

**Strategy Rationale**

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

Math coach will model exemplar lessons and work with teachers to study effective methods to meet the standards.

**Person Responsible**

Gwendetta Richards-Betts

**Schedule**

Monthly, from 9/1/2015 to 5/31/2016

***Evidence of Completion***

Exemplar lessons and meeting schedule

**Action Step 2** **5**

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**

Gwendetta Richards-Betts

**Schedule**

Weekly, from 9/1/2015 to 5/31/2016

***Evidence of Completion***

Lesson plans and implementation of best strategies through walk-through data

**Action Step 3** 5

Teachers will use formative and summative assessments to inform, modify, and adjust instruction in all content areas.

**Person Responsible**

Gwendetta Richards-Betts

**Schedule**

Monthly, from 9/1/2015 to 5/31/2016

**Evidence of Completion**

formative assessment data

**Plan to Monitor Fidelity of Implementation of G5.B2.S1** 6

Administration will use walk-through feedback to monitor the learning environment

**Person Responsible**

Delores Wesley

**Schedule**

Monthly, from 9/1/2015 to 5/31/2016

**Evidence of Completion**

Sample lessons, PD agendas and coaching logs.

**Plan to Monitor Effectiveness of Implementation of G5.B2.S1** 7

Administration will conduct walkthroughs.

**Person Responsible**

Delores Wesley

**Schedule**

Daily, from 9/1/2015 to 5/31/2016

**Evidence of Completion**

Walk-through data

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

**Pinellas - 0271 - Bear Creek Elementary School - 2015-16 SIP**  
*Bear Creek Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Administration and grade level teachers will meet monthly to review and discuss the progress (academic, attendance and behavior) of students identified under 2+ EWS indicators.	Houston, Willette	9/1/2015	PLC agenda, meeting minutes and Performance Matters EWS data information	5/31/2016 monthly
G3.B1.S1.A1	Teachers will receive science training from coach and learning specialist in using new curriculum guides, SLAG, 5Es, and formative assessments	Houston, Willette	9/1/2015	PD agendas and lesson plans	5/31/2016 monthly
G4.B1.S1.A1	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.	Griffin, Ann	9/1/2015	Lesson plans and coaching log	5/31/2016 weekly
G4.B2.S1.A1	Literacy coach will model exemplar lessons and work with teachers to study effective methods to meet the standards.	Griffin, Ann	9/1/2015	Common planning agendas	5/31/2016 monthly
G5.B1.S1.A1	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.	Richards-Betts, Gwendetta	9/1/2015	PD agendas, PLC minutes and collaborative planning lessons	5/31/2016 weekly
G5.B2.S1.A1	Math coach will model exemplar lessons and work with teachers to study effective methods to meet the standards.	Richards-Betts, Gwendetta	9/1/2015	Exemplar lessons and meeting schedule	5/31/2016 monthly
G1.B2.S1.A1	Teachers will receive PD on the benefits of incorporating learning styles in lessons	Houston, Willette	9/1/2015		5/31/2016 monthly
G3.B1.S1.A2	Students in grades 3-5 will participate in "hands on learning" in the school's onsite science lab.	Houston, Willette	9/1/2015	Lesson plans and science lab schedule	5/31/2016 every-6-weeks
G4.B1.S1.A2	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.	Griffin, Ann	9/1/2015	PD agendas and lesson plans	5/31/2016 biweekly
G4.B2.S1.A2	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.	Griffin, Ann	9/1/2015	Planning/Professional development agendas	5/31/2016 biweekly
G5.B1.S1.A2	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.	Richards-Betts, Gwendetta	9/1/2015	PD agendas, PLC minutes and collaborative planning lessons	5/31/2016 weekly
G5.B2.S1.A2	Teachers will implement lessons that include effective best practices: student engagement strategies, the	Richards-Betts, Gwendetta	9/1/2015	Lesson plans and implementation of best strategies through walk-through data	5/31/2016 weekly

**Pinellas - 0271 - Bear Creek Elementary School - 2015-16 SIP**  
*Bear Creek Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	gradual release model, problem solving strategies, appropriate scaffolding and differentiation, a high level of rigor (using Webb's Depths of Knowledge) and AVID strategies.				
G4.B2.S1.A3	Teachers will use formative and summative assessments to inform, modify, and adjust instruction in all content areas.	Griffin, Ann	9/1/2015	Monthly data chats	5/31/2016 monthly
G5.B2.S1.A3	Teachers will use formative and summative assessments to inform, modify, and adjust instruction in all content areas.	Richards-Betts, Gwendetta	9/1/2015	formative assessment data	5/31/2016 monthly
G1.MA1	SBLT will review running record, common and module assessment data	Wesley, Delores	9/1/2015	SBLT meeting minutes	5/31/2016 one-time
G1.B2.S1.MA1	Gap analysis of common and module assessment data	Kwiatkowski, Claudine	9/1/2015	Meeting minutes, results of the gap analysis among African American and their non-African American peers	5/31/2016 every-2-months
G1.B2.S1.MA1	Review of weekly lessons plans addressing varied learning styles and walk-through data	Houston, Willette	9/1/2015	Weekly lesson plans and walk-through feedback	5/31/2016 monthly
G2.MA1	EWS data pulled from Performance Matters	Houston, Willette	9/1/2015	EWS data review minutes	5/31/2016 monthly
G2.B1.S1.MA1	The problem solving process will be used to determine implementation effectiveness	Kwiatkowski, Claudine	9/1/2015	CST and SBLT team meeting agenda	5/31/2016 monthly
G2.B1.S1.MA1	CST & SBLT will meet monthly to review EWS data and determine what additional supports are needed for student success.	Wesley, Delores	9/1/2015	CST and SBLT meeting agenda and minutes	5/31/2016 weekly
G3.MA1	Common assessment, lab pre/post assessments and success criteria data will be collected and reviewed throughout the year.	Houston, Willette	9/1/2015	PLC and data review meeting minutes/agenda	5/31/2016 monthly
G3.B1.S1.MA1	Additional training and support will be provided as needed individually, by grade level, or whole school based on trend-data. Administration will monitor lesson plans and provide teachers with walk-through feedback.	Wesley, Delores	9/1/2015	Lesson plans/PLCs/data review meeting agendas	5/31/2016 monthly
G3.B1.S1.MA1	Administrators will provide teachers and science coach with walkthrough feedback on implementation of science instructional best practices.	Wesley, Delores	9/8/2015	Walkthrough data	5/31/2016 monthly
G4.MA1	Additional training and support will be provided as needed individually, by grade level, or whole school based on trend-data	Wesley, Delores	9/1/2015	PD/PLC agendas	5/31/2016 weekly
G4.B1.S1.MA1	Administrators will observe and provide feedback	Wesley, Delores	9/1/2015	Leadership team meeting minutes	5/31/2016 weekly
G4.B1.S1.MA1	Administration, literacy and MTSS coach will support, coach, model and provide feedback	Wesley, Delores	9/1/2015	Coaching log, walk-through data, PLC minutes and intervention fidelity check lists.	5/31/2016 weekly
G4.B2.S1.MA1	Additional training and support will be provided as need individually, by grade level, or whole school based on trend-data	Wesley, Delores	9/1/2015	PLCs/walkthrough data review	5/31/2016 monthly
G4.B2.S1.MA1	Literacy coach will support, coach, model and provide feedback	Wesley, Delores	9/1/2015	Coaching logs, walkthrough feedback data and PLCs	5/31/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.MA1	Math common assessment data will be used to determine student progress towards the identified goal.	Wesley, Delores	9/1/2015	Students will show learning gains on common assessments.	5/31/2016 monthly
G5.B1.S1.MA1	Walk-through feedback will be used to monitor and support the effectiveness of this strategy.	Wesley, Delores	9/1/2015	Walk-through data	5/31/2016 monthly
G5.B1.S1.MA1	Monitor Implementation of effective planning during administrative walk-throughs.	Wesley, Delores	9/1/2015	Walk-through data	5/31/2016 weekly
G5.B2.S1.MA1	Administration will conduct walkthroughs.	Wesley, Delores	9/1/2015	Walk-through data	5/31/2016 daily
G5.B2.S1.MA1	Administration will use walk-through feedback to monitor the learning environment	Wesley, Delores	9/1/2015	Sample lessons, PD agendas and coaching logs.	5/31/2016 monthly

## 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.** Under the Bradley Memorandum of Understanding, close the achievement gap between our African American and non-African American to meet our 2016 reading and math AMO targets.

**G1.B2** Inconsistent use of incorporating different student learning styles in lessons

**G1.B2.S1** Provide teachers with training on how the brain and learning styles should inform instruction

### PD Opportunity 1

Teachers will receive PD on the benefits of incorporating learning styles in lessons

#### Facilitator

Willette Houston during PLCs

#### Participants

Grade levels K-5

#### Schedule

Monthly, from 9/1/2015 to 5/31/2016

**G3.** Increase science proficiency in grade 5 from 38% to 44% as measured by the FCAT 2.0 state assessment.

**G3.B1** Lack of effective science instructional best practices

**G3.B1.S1** Increased fidelity of effective science instructional best practices

### PD Opportunity 1

Teachers will receive science training from coach and learning specialist in using new curriculum guides, SLAG, 5Es, and formative assessments

#### Facilitator

Tiffany Vinson and Willette Houston

#### Participants

K-5 teachers; VE resource teacher

#### Schedule

Monthly, from 9/1/2015 to 5/31/2016



## PD Opportunity 2

Students in grades 3-5 will participate in "hands on learning" in the school's onsite science lab.

### Facilitator

Tiffany Vinson and Willette Houston

### Participants

K-5 teachers; VE resource teacher

### Schedule

Every 6 Weeks, from 9/1/2015 to 5/31/2016

**G4.** Increase grades 3-5 ELA proficiency rate to exceed district's ELA average by 3% as measured by the FSA. Increase grade 1 reading comprehension proficiency stanines from 46% to 51% as measured by SAT-10. Increase grade 2 reading comprehension proficiency stanines from 45% to 51% as measured by SAT-10.

### **G4.B1** Lack of effective planning

#### **G4.B1.S1** Increased fidelity of effective ELA (reading and writing) lesson planning

## PD Opportunity 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.

### Facilitator

Ann Griffin

### Participants

K-5 teachers; VE resource teacher

### Schedule

Weekly, from 9/1/2015 to 5/31/2016

## PD Opportunity 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.

### Facilitator

Ann Griffin

### Participants

K-5 teachers; VE resource teacher

### Schedule

Biweekly, from 9/1/2015 to 5/31/2016

## G4.B2 Lack of instructional best practices implementation

### G4.B2.S1 Increased fidelity of ELA (reading and writing) instructional best practices

## PD Opportunity 1

Literacy coach will model exemplar lessons and work with teachers to study effective methods to meet the standards.

### Facilitator

Ann Griffin and Willette Houston

### Participants

K-5 teachers; VE resource teacher

### Schedule

Monthly, from 9/1/2015 to 5/31/2016

## **PD Opportunity 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.

### **Facilitator**

Ann Griffin and Willette Houston

### **Participants**

K-5 teachers; VE resource teacher

### **Schedule**

Biweekly, from 9/1/2015 to 5/31/2016

## **PD Opportunity 3**

Teachers will use formative and summative assessments to inform, modify, and adjust instruction in all content areas.

### **Facilitator**

Ann Griffin and Willette Houston

### **Participants**

K-5 teachers; VE resource teacher

### **Schedule**

Monthly, from 9/1/2015 to 5/31/2016

**G5.** Increase grades 3-5 math proficiency rate to exceed the district's math average by 3% as measured by the FSA. Students in grade 1 will increase mathematical problem solving proficiency stanines from 57% to 61% as measured by SAT-10. Students in grade 2 will increase mathematical problem solving proficiency stanines from 53% to 58% as measured by SAT-10.

**G5.B1** Lack of effective planning

**G5.B1.S1** Increased fidelity of effective math lesson planning

**PD Opportunity 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.

**Facilitator**

Gwendetta Richards-Betts and Willette Houston

**Participants**

Administration, math coach, teachers grades K-5; VE resource teacher

**Schedule**

Weekly, from 9/1/2015 to 5/31/2016

**PD Opportunity 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.

**Facilitator**

Gwendetta Richards-Betts and Willette Houston

**Participants**

Administration, math coach, teachers grades K-5; VE resource teacher

**Schedule**

Weekly, from 9/1/2015 to 5/31/2016

**G5.B2** Lack of instructional best practices implementation

**G5.B2.S1** Increased fidelity of mathematical instructional best practices

**PD Opportunity 1**

Math coach will model exemplar lessons and work with teachers to study effective methods to meet the standards.

**Facilitator**

Math coach

**Participants**

Teachers grades K-5; VE resource teacher

**Schedule**

Monthly, from 9/1/2015 to 5/31/2016

**Technical Assistance Items**

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

**Budget**