Escambia County School District

Beulah Elementary School

2016-17 Schoolwide Improvement Plan

Beulah Elementary School

6201 HELMS RD, Pensacola, FL 32526

www.ecsd-fl.schoolloop.com

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	52%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	A*	C	C

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Escambia County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non- charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Beulah Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Jeff Sewell	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Our mission at Beulah Elementary School is to provide every opportunity for each child to learn and develop academically, physically, creatively and emotionally.

b. Provide the school's vision statement

At Beulah Elementary, we believe that the school is primarily for children. Our aim shall be to enhance the learning and development of the individual student in all phases of academic, physical, creative and emotional endeavors by providing a positive classroom climate. Our function is to provide opportunities for choices and decisions while promoting independent thinking using all available resources, materials, and training. Our goal is to hear students say "I can do it!" We believe that through a cooperative effort between the home, school, and community we can reach our goal. Our mission at Beulah Elementary School is to provide every opportunity for each child to learn and develop academically, physically, creatively and emotionally.

2. School Environment

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

A district developed school climate survey is provided to all parents at Beulah Elementary School. This survey gathers data on four essential goals and measures: Employee Engagement, Parent Satisfaction, Support Services, and Student Achievement. The results of this survey are shared with the schools in several ways. All schools are provided a district-wide picture of the survey results. These results are also compared historically to at least three previous years for trend analysis. Also, each school is provided the results of the survey that are specific to that school along with a historical perspective of just that school. School results are shared with faculty and staff and are used to learn about student and school cultures which in turn help to establish positive relationships between teachers, families, and students.

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

Respectful schools are, by definition, democratically informed learning environments where everyone feels safe, is supported, engaged, and helpfully challenged. At Beulah Elementary School, respect doesn't happen in isolation; it's based on relationships. As we learn and teach, teachers and students strive to be respectful in the context of our social, emotional, civic, and intellectual interactions.

A sustainable, positive school climate fosters youth development and the learning necessary for a productive and satisfying life in a democratic society. At Beulah Elementary School, we believe:

People need to be engaged and respected.

Students, families, and educators must work together to develop and contribute to a

shared school vision.

Educators model and nurture an attitude that emphasizes the benefits and satisfaction of learning.

Each person contributes to the operation of the school and the care of the physical environment.

c. 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

Beulah Elementary School's has a detailed School Wide Behavior Management Plan (SWBMP).
See the Beulah School Website for the School Wide Behavior Management Plan link.
http://beulah-ecsd-fl.schoolloop.com

d. 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

At Beulah Elementary School we believe that the teaching of social-emotional skills is best taught by infusing the following five concepts into the general curriculum. Teachers, guidance counselors, mentors, volunteers, families, and administrators all work together to build on student capacity in the following social-emotional areas:

Self-Awareness. This focuses on identifying and recognizing emotions; developing an accurate self-perception; identifying one's strengths, needs, and values; and self-efficacy.

Self-Management. This includes impulse control and stress management; self-motivation and discipline; goal setting; and organizational skills.

Social Awareness. This addresses perspective taking; empathy; recognizing differences among people; and respect for others.

Relationship Skills. This encompasses communication; social engagement and relationship building; working cooperatively; negotiation; dealing with refusal; conflict management; and knowing when to ask for help.

Responsible Decision Making. This includes problem identification and situation analysis; problem solving; evaluation and reflection; and personal, social, and ethical responsibility.

Active forms of learning, such as role playing and behavioral rehearsal, provide students with opportunities to practice these skills. Skills are taught primarily by classroom teachers throughout the day and when teachable moments present themselves. Teachers provide many opportunities for students to practice these skills throughout the school day. Again, at Beulah Elementary School, we believe these skills are best taught when infused throughout the school day and in all aspects of a students' experiences. Guidance counselors model skills and expand student capacity for skill practice in one on one and small group situations. Particular skills, such as anti-bullying lessons, are targeted for development through focused learning objectives.

3. 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).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Beulah Elementary School early warning system for students at-risk for academic failure or in need of behavioral intervention include:

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.

One or more suspensions, whether in-school or out-of-school.

Course failure in English Language Arts or mathematics.

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics. Grades 3-5.

DE scores of Level 1 in reading or math K-5.

Reading Wonders weekly assessment scores below 65% grades 1-5.

Teacher recomendation for RtI Tier II or above.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	5	30	22	14	20	20	0	0	0	0	0	0	0	111
One or more suspensions	2	2	6	7	5	2	0	0	0	0	0	0	0	24
Course failure in ELA or Math	0	7	4	6	6	3	0	0	0	0	0	0	0	26
Level 1 on statewide assessment	0	0	0	5	46	37	0	0	0	0	0	0	0	88

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	5	5	7	16	9	0	0	0	0	0	0	0	42

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

Parent conferences K-5

RtI Tier 2 and 3 interventions for academics and behavior

Attendance & RTI Tier Meetings with Parent and School Teams

School Social Worker Home Visits

School Based Guidance Counselors

Military and Family Life Counselor

Lakeview Overlay Counselor (One Day Bi-weekly)

School Wide Behavior Management Plan

Assistance from the District Behavior Assistance Team as needed

School Wide Inclusion Setting with Academic Support Time

Small group interventions using differentiated curricula for Reading Wonders and GoMath

Beverly Tyner Small Group Reading Instruction

The Daily 5 Fostering Literacy Independence in the Elementary Grades (Gail Boushey & Joan Moser)

Whole Brain Teaching for Challenging Kids (Chris Biffle)

Visible Learning for Teachers, Maximizing Impact on Learning (John Hattie)
*Student Maintained Data Notebooks

Thinking Maps

B. Family and Community Engagement
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).

1. 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).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/305211.

2. Description
A PIP has been uploaded for this school or district - see the link above.

2. 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

Beulah Elementary School is very fortunate to have a wonderful PTA. This very active PTA establishes relationships with local businesses, churches, and other civic organizations for the purpose of securing resources to support the school and student achievement. As of this year, Beulah Elementary School has established partnerships with 10 organizations. These organizations assist us with fundraising, volunteering, recognizing outstanding students and teachers, helping out during school activities, mentoring, providing school supplies for needy children, and a host of other activities that make a positive difference at Beulah Elementary School and its students.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Silvers, Monica	Principal
Schubert, Steven	Assistant Principal
Taylor, Mat	Instructional Technology
Douglas, Tammy	Teacher, K-12
Carrasco, Vanessa	Teacher, K-12
Carter, Jennifer	Teacher, ESE
Faxlanger, Melissa	Teacher, K-12
Gilmore, Caroline	Teacher, K-12
Mitchell, Shelly	Teacher, K-12
Paynter, Brandy	Teacher, K-12
Salak, Caitlin	Teacher, K-12

b. Duties

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

The RtI team will meet as needed to address problem solving and response to intervention. Members will report back to their respective groups to relay strategies and implementation methods.
Principal/Assistant Principal/Guidance Counselors: Provide a common vision for the use of data-based decision making, ensures that the school based team is implementing RtI, conducts assessment of RtI skills of the school staff, and communicates with parents regarding school based RtI plans and activities.
ESE Teachers: Participate in the TIER process to provide support and offer strategies to the general education teacher.
School Psychologist: Participates in the collection, interpretation, and data analysis; facilitates development of intervention plans; and provides support for intervention fidelity and documentation.
Speech Teacher: Educates the team in the role that language plays in curricula,

assessment, and instruction, as a basis for appropriate program design; and helps identify systemic patterns of the students' needs with respect to language. Classroom Teachers: Provide input as needed in all areas.

2. 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 following data will be reviewed by all stakeholders throughout the school year to assess the effectiveness of the MTSS and CIMS: Parent, Faculty, and Staff Surveys; Florida Standards Assessment; FCAT Science Assessment; Discovery Education Assessment; Student Progress Reports/9 Week Report Card Grades; Writing Portfolios; Class Size; Attendance; Discipline; Classroom Walk-Throughs; and Teacher Professional Development Plans

All funds, services, and programs will support and enhance teacher growth and student achievement by providing needed resources, programs, PD, materials, and supplies.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Monica Silvers	Principal
Carissa Bergosh	Business/Community
Lisa Hurst	Parent
Sarah Peacock	Parent
Susan Smith	Parent
Sonya Capers	Education Support Employee
Felicia Mack	Teacher
Brandie Johnson	Parent
Tracy Moore	Parent
Mat Taylor	Business/Community
Melissa Endecott	Parent
Sonya Szot	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC committee reviews the SIP at a regularly scheduled, monthly meeting. The Principal assists in the reviewing process by explaining the different sections of the plan

and the rationale behind the strategies laid out in the different sections. Once the review is completed, and if no recommendations for change are proposed, the SAC committee chair and the Principal sign off on the document, the plan is finalized, and submitted to the district.

b. Development of this school improvement plan

The SAC will assist in the preparation of and approve the annual CIMS. SAC will review school data, provide input, and approve the CIMS.

c. Preparation of the school's annual budget and plan

The SAC will provide input to the Principal in preparing the school's annual budget and plan.

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

N/A

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Silvers, Monica	Principal
Schubert, Steven	Assistant Principal
Taylor, Mat	Instructional Technology
Roughton, Sherry	Instructional Media
Harold, Melissa	Teacher, K-12
Douglas, Tammy	Teacher, ESE
Aiken, Kimberly	Teacher, K-12
Mitchell, Shelly	Teacher, K-12
Gilmore, Caroline	Teacher, K-12
Faxlanger, Melissa	Teacher, K-12
Salak, Caitlin	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

Initiatives this school year are as follows: to gather knowledge about literacy and resources; facilitate trainings; organize learning groups; assist in coordinating the MTSS process; and coordinate Common Core Standards trainings.

D. 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).

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

Beulah Elementary School's teacher meet by grade level every Monday after the students leave. The principal has provided each grade level chair a form to fill out about the meeting. They are to return the form to her on Tuesday. This form highlights the discussions that took place and documents any needs the teacher feel they may have.

Faculty meetings are held every other Wednesday of each month. Professional Development and/or Curriculum Team Meetings are held on the opposite Wednesday of the Faculty meetings each month.

Also, during the year, the District provides each teacher with a 14 question, climate survey that asks teachers to rate the school's environment, working relationships between teachers and between teachers and administration, identify needs, and identify needs and strenghts at the school and District level. Results of the surveys are shared with the teachers and this includes all the comments provided by the teachers. Results of this survey are taken seriously by school and District administrators. The data is used in school planning and instruction.

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

Beulah Elementary interviews teacher applicants who are qualified and certified by committee. References are verified to ensure the applicant is an effective teacher by the principal. The School District and the school principal provide trainings and supports to the teachers to ensure that they continue to be highly qualified, certified, and effective.

Beulah Elementary also uses the following strategies: START (Successful Teacher Assisting Rising Teachers); Quarterly meetings of new teachers with the principal; partnering new teachers with veteran staff; bi-monthly faculty meetings and curriculum meetings; and weekly grade level meetings.

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

Beulah Elementary uses the following mentoring strategies: START (Successful Teacher Assisting Rising Teachers); Quarterly meetings of new teachers with the principal; partnering new teachers with veteran staff; bi-monthly faculty meetings and curriculum meetings; and weekly grade level meetings.
Rational for pairing of mentor to mentee: Same grade level or department level.
Planned Mentoring Activities include: planning, observing, department or grade level meetings.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Core instructional program alignment to Florida standards is monitored and adjusted as necessary by District subject area specialists.

b. Instructional Strategies

1. 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

Beulah Elementary School uses data from a variety of sources to determine strengths and needs of our diverse student body. The data used includes: FSA & FCAT Assessment Scores; DE Scores; Reading Wonders & GoMath Assessments; RtI Tier 2 and 3; Gifted Screening Results; STAR Reading Reports; and Accelerated Reader Reports.

Using this data, teachers build small, similar groups of 3-4 students per group. Following whole group instruction, the class breaks up into their small instructional groups and rotate through a series of activity stations. The station activities support what was just taught during whole group instruction. The session with the teacher is geared toward the data level of the students in that particular group. Groups are approaching, on, or above grade level and each group receives appropriate supplemental or enrichment instruction directly from the reading or math curriculum. We also use the data to determine gifted self-contained and cluster classes.

The general education and special education teacher use the data during curriculum team meetings and to plan instruction together for students.

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

| **Strategy:** Extended School Day |
| **Minutes added to school year:** 1,700 |

*Battle of the Books
*Sunshine Math
*Choir
*Selected Teachers Tutor Students as Needed

Strategy Rationale

Instruction in core academic subject and enrichment activities contribute to a well-rounded education.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Silvers, Monica, msilvers@escambia.k12.fl.us

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

Data Collected will be: Discovery Education Assessment Reports; Florida State Standards Assessment; FCAT Science Assessment Reports; STAR Reading & AR Reports; and Library Circulation Report.

2. Student Transition and Readiness

a. 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).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Children that are enrolled in local preschools, such as Headstart & VPK, are given the opportunity to come and visit in our Kindergarten classrooms. Our Kindergarten teachers meet with students and parents during preschool to discuss classroom expectations. This is a time when the child can get to know the teacher, see the classroom, and become familiar with the surroundings. Parents appreciate the opportunity to visit the school, meet the teacher, and find out needed information. The children are noticeably more comfortable the first day of school and seem to take on all the changes with ease. Beulah Elementary does not have a Title 1 Pre-K Program. Voluntary Pre-K students in Escambia County are served by private providers through the Escambia County Readiness Coalition and the Escambia County School District at selected locations.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase student engagement during instructional delivery through the use of effective instructional practice/technique.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase student engagement during instructional delivery through the use of effective instructional practice/technique. `1a`

🔍 G080046

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	68.0

Targeted Barriers to Achieving the Goal `3`

- Professional Development Time for Teachers; Fidelity of Implementation of Instructional Programs/Practices; and Adequate time for teachers to review student data and plan instruction.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Supportive Administration; District Subject Area Department Specialists and Teachers on Special Assignment; ELA, Math, and Science Teacher Leaders at the School; Planning Time; and Professional Development Department. Whole Brain Teaching; Thinking Maps; Renaissance Place; Accelerated Reader; Leveled Readers; Reading Eggs; Moby Max; Discovery Education; Reading Wonders; Connect Ed; CPALMS Website; Google Apps; and Florida State Standards.

Plan to Monitor Progress Toward G1. `8`

Classroom Visits; Lesson Plans; Professional Conversations with Teachers; and Monitor Student Performance Data

Person Responsible
Monica Silvers

Schedule
Annually, from 8/3/2016 to 5/26/2017

Evidence of Completion
Classroom Visit; Lesson Plans; and Student Performance Data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   🔍 S123456 = Quick Key

G1. Increase student engagement during instructional delivery through the use of effective instructional practice/technique. 1

🔍 G080046

G1.B1 Professional Development Time for Teachers; Fidelity of Implementation of Instructional Programs/Practices; and Adequate time for teachers to review student data and plan instruction. 2

🔍 B211205

G1.B1.S1 Provide Teachers Time and the resources necessary for Professional Development on effective instructional practices/techniques. Provide time for teachers to review student data and plan instruction. 4

🔍 S223303

Strategy Rationale

Teachers need PD and resources to successfully implement strategies to increase student engagement and student achievement. Providing planning time will allow teachers to apply the PD strategies based on student needs.

Action Step 1 5

Deliver and provide time for teachers to have professional development and provide needed resources for teachers.

Person Responsible

Monica Silvers

Schedule

Annually, from 8/3/2016 to 5/26/2017

Evidence of Completion

PD Agendas; Sign in Sheets; Classroom Visits; and Student Performance Data

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

Deliver and provide time for teachers to have professional development and provide needed resources for teachers. Conduct Classroom Visits and Monitor Student Data

Person Responsible

Monica Silvers

Schedule

Annually, from 8/3/2016 to 5/26/2017

Evidence of Completion

PD Agendas; Sign in Sheets; Classroom Visits; and Student Performance Data

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

Classroom Visits; Lesson Plans; and Monitor Student Performance Data

Person Responsible

Monica Silvers

Schedule

Annually, from 8/3/2016 to 5/26/2017

Evidence of Completion

Classroom Visits; Lesson Plans; and Student Performance Data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 🔑 M280150	Classroom Visits; Lesson Plans; Professional Conversations with Teachers; and Monitor Student...	Silvers, Monica	8/3/2016	Classroom Visit; Lesson Plans; and Student Performance Data	5/26/2017 annually
G1.B1.S1.MA1 🔑 M280148	Classroom Visits; Lesson Plans; and Monitor Student Performance Data	Silvers, Monica	8/3/2016	Classroom Visits; Lesson Plans; and Student Performance Data	5/26/2017 annually
G1.B1.S1.MA1 🔑 M280149	Deliver and provide time for teachers to have professional development and provide needed resources...	Silvers, Monica	8/3/2016	PD Agendas; Sign in Sheets; Classroom Visits; and Student Performance Data	5/26/2017 annually
G1.B1.S1.A1 🔑 A282135	Deliver and provide time for teachers to have professional development and provide needed resources...	Silvers, Monica	8/3/2016	PD Agendas; Sign in Sheets; Classroom Visits; and Student Performance Data	5/26/2017 annually

V. Professional Development Opportunities

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

G1. Increase student engagement during instructional delivery through the use of effective instructional practice/technique.

G1.B1 Professional Development Time for Teachers; Fidelity of Implementation of Instructional Programs/Practices; and Adequate time for teachers to review student data and plan instruction.

G1.B1.S1 Provide Teachers Time and the resources necessary for Professional Development on effective instructional practices/techniques. Provide time for teachers to review student data and plan instruction.

PD Opportunity 1

Deliver and provide time for teachers to have professional development and provide needed resources for teachers.

Facilitator

District Subject Area Specialist/Teachers on Special Assignment; School Administration; and Lead Teachers

Participants

Teachers and Administrators

Schedule

Annually, from 8/3/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	**Deliver and provide time for teachers to have professional development and provide needed resources for teachers.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0941 - Beulah Elementary School			$0.00
			0941 - Beulah Elementary School			$0.00
					Total:	**$0.00**