

Marion County Public Schools

Bellevue Santos Elementary School



2017-18 Schoolwide Improvement Plan

Belleview Santos Elementary School

9600 SE US HIGHWAY 441, Belleview, FL 34420

[no web address on file]

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 PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	D*	F

**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 Marion 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	38
Appendix 2: Professional Development and Technical Assistance Outlines	41
Professional Development Opportunities	41
Technical Assistance Items	44
Appendix 3: Budget to Support Goals	44

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Belleview Santos Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Dustin Sims	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To empower every student to become a life-long learner who possesses the requisite skills and attitudes to be a responsible, productive, and engaged citizen.

b. Provide the school's vision statement.

Developing academically minded learners in well-organized, safe, and supportive ways through the implementation of Ambitious Instruction, Collaborative Teaching, and Supportive Environments.

2. School Environment

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

Each school day at Belleview Santos teachers are at the doorway greeting students as they arrive. All faculty and staff are welcoming to students and have conversations to help build relationships. This continues throughout the school day, as adults who work with students try to find interests of students to motivate and/or make instruction more meaningful. Teachers also collaborate formally and informally to share ideas on how to reach their students.

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

Belleview Santos has high expectations for all students. Faculty and staff work to provide a safe and respectful environment for students to learn. Procedures are in place to maintain instructional momentum and avoid disruptions to learning. Each classroom has posted rules and procedures to communicate expectations. Teachers model behavior and take opportunities to help students understand how to be a positive member of the school community and role models to their peers. There are also opportunities throughout the year for families to participate in school events before, during, and after school, which creates a partnership between home and school.

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.

Positive Behavior Support (PBS) is used at Belleview Santos. This system provides clear expectations for students. Positive reinforcement is key to this system, which motivates students to behave appropriately. This in turn allows instructional time to be less interrupted. All faculty and staff understand the procedures in place to minimize distractions and provide a safe and respectful school environment to learn. The Student Services Manager and School Counselor are available as supports to teachers and students who need additional support. In addition, the school has adopted the "BIG 3" (Do your best, Do what's right, and Treat others the way you want to be treated). The school has defined each of the BIG 3 and has them prominently displayed throughout campus.

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.

Belleview Santos has a "Synergy Team." This problem solving team meets monthly, or as often as needed, to discuss Tier 1 to 3 academic and behavioral data and needs. The purpose is to remove barriers to achievement. Each team member brings to the table their own support of resources for the student. During a Synergy meeting there are notes which document the barriers and the team's suggested course of action. Also included is the timeline for action items to occur, who is responsible, and when the follow-up will occur. In addition, teachers work closely with the School Counseling department to informally refer students who may need additional support. Often, students will visit with the School Counselor as they depart the bus in the morning, which often leads to further identification and addressing of student needs. Furthermore, students in need of daily check-in/out will be assigned a mentor from among the leadership team/staff to support the student.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Belleview Santos utilizes the Performance Matters (Unify) system to pull Early Warning System reports. These reports contain information regarding attendance, course failures, behavior, mobility, and retention history. Students who are identified on the report as having multiple indicators are scheduled for Problem Solving Team (PST) meetings. The PST will meet on identified students, review their history, share data sources, and identify root cause(s) of the student's lack of progress. The team will then provide support and resources to the student. Data is collected to see if what is provided to the student creates a positive change.

In addition, we also use Skyward data mining and pivot tables (excel) to sort data to better identify and track office discipline referrals by student, location, offense, and other like data fields to target early warning needs.

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	0	12	15	6	10	13	0	0	0	0	0	0	0	56
One or more suspensions	0	10	10	4	13	16	0	0	0	0	0	0	0	53
Course failure in ELA or Math	0	7	4	12	10	0	0	0	0	0	0	0	0	33
Level 1 on statewide assessment	0	0	0	0	14	24	0	0	0	0	0	0	0	38

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	15	20	18	35	22	0	0	0	0	0	0	0	110

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

The Belleview Santos Problem Solving Team, which follows the Multi-Tiered System of Supports (MTSS) process, identifies students, provides intervention, monitors their progress, and those results

are used to make decisions. The School Counselor specializes in issues related to attendance and mobility alongside working with the school's Social Worker and Social Worker Assistant. The Student Services Manager specializes in behavior concerns. The Assistant Principal focuses on curriculum materials/resources and student academic performance.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/417464>.

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.

Belleview Santos has a very large volunteer base which supports student achievement by providing one-on-one tutoring and/or mentoring. The school participated in the District Parent Involvement training through the liaison who brought the information back to the school leadership team. Many of the volunteers are trained to work with students individually with reading and math skills. Some are retired educators. There is also a large group from the local high school, which gives a different type of support. This often creates relationships and a love of learning from the services these teenagers provide. Our students can easily relate to and look up to these high school students as positive role models.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Greene, Brian	Principal
Robinson, Teresa	Instructional Media
Polish, Alison	Guidance Counselor
Kemp, Ashley	Assistant Principal
	Instructional Coach
Craig, Kristine	Instructional Coach
Alvarez, Jennifer	Instructional Coach

b. Duties

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

The school-based MTSS Leadership Team is comprised of members of the Problem Solving and Synergy Teams. Members include: Brian Greene, Principal; Ashley Kemp, Assistant Principal; Carlos Rodriguez, Student Services Manager; Jamie Brasington, Literacy Content Specialist; Brian Hunt, Math Content Specialist; Matthew Binkley; Science Content Specialist; Teresa Robinson, Media Specialist; Alison Polish, School Counselor; ESE Specialist, and a District assigned Social Worker, Social Worker Assistant, and Psychologist. The leadership team consistently monitors student achievement data and provides intervention opportunities to students in need. Progress is adjusted based on student data.

The leadership team identifies areas in need of improvement and sets annual goals that are articulated in the School Improvement Plan (SIP) utilizing the Continuous Improvement Model (CIM). An action plan is then created to address each goal and meets periodically to set individual goals for students, as well as to progress monitor student growth. Teachers are included in conversation of student growth and then needs are identified and prioritized through these conversations and the results of team meetings. Data is consistently leveraged to adjust the action plan and areas of need.

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 school based leadership team will consistently monitor student achievement data and provide intervention opportunities to students, as needed. Progress will be monitored and interventions adjusted based on student data.

The school leadership team identifies areas in need of improvement and sets annual goals that are articulated in the SIP/CIMS. An action plan is then created to address each goal. The team then meets periodically to set individual goals for students and to progress monitor student growth. Teachers are included in the conversations related to student growth, as well as student academic needs. These needs are prioritized through these conversations and the results of team meetings. Data is consistently leveraged to adjust the action plan and to address new areas of need.

Title I Part A - see Title I budget.

Title I – Part C – Migrant Program:
District funds are used to purchase:

- School supplies,
- Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families

Referrals to After School Tutor Program to improve grades, increase promotion, improve attendance and reduce the dropout rate. Families must meet the federal eligibility to participate in the program.

Title I –Part D- Neglected and Delinquent

Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title III – Part A: Services are provided through the District, for education materials and ELL district

support services on an as needed basis to improve the education of immigrant and English Language Learners.

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

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind.

Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement).

Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.

Voluntary Pre-Kindergarten Program: State funded Pre-K program offered at Belleview Santos.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Brian Greene	Principal
Elizabeth Brantley	Parent
Ashley Kemp	Parent
Maria Reyes	Parent
Cynthia Galatro	Education Support Employee
Darlene Schlick	Parent
Jennifer Alvarez	Education Support Employee
Amy Agostini	Parent
Helen Stiles	Parent
James Holmes	Parent
Katherine Rodriguez	Parent
Michael Dones	Parent
Kristen Pillar	Parent
Scott Pillar	Parent
Jose Lara	Parent
Emmanuel Reyes	Parent
Yu Qiong Zheng	Parent
	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Members of the SAC participated in review and revision of the SIP/CIMS plan. Each member was offered the opportunity to provide feedback. This feedback was incorporated into the revisions made to the plan.

b. Development of this school improvement plan

Throughout the year SAC members meet to address the needs of the school and focus on the SIP/CIMS. The plan is developed and revised with the Leadership Team, which is presented to the SAC to obtain input.

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

The budget was presented during SAC and members were given the opportunity to suggest additional ideas to the plan.

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

Teachers presented project ideas (SAC grants) to the SAC committee to support student achievement.

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
Greene, Brian	Principal
Robinson, Teresa	Instructional Media
Kemp, Ashley	Assistant Principal
Helfrey, Edward	Teacher, K-12
Crimi, Heather	Teacher, K-12
Alvarez, Jennifer	Teacher, K-12
Myatt, Tina	Teacher, K-12
Catalanotto, Susan	Teacher, K-12
Craig, Kristine	Instructional Coach

b. Duties

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

The Literacy Leadership Team will focus on student self selected text and reading for pleasure toward developing an interest for reading. BSE will provide opportunities for families to read together and share ways to encourage reading at home. The Accelerated Reader program will continue this school year, along with the motivational components to support reading for pleasure. This is coordinated by Teresa Robinson, Media Specialist. All classrooms have an opportunity to go to the Media Center to check out books in addition to the open times available throughout the week. The focus is placed on reading books that are appropriate, engaging, and self-selected for the student, as well as maintaining a proficient comprehension passing percentage on the AR tests. Participation data for AR, along with Benchmark/district assessment data, will provide information for the purpose of monitoring literacy at Belleview Santos.

In addition, this team will incorporate a large focus on writing across all subjects. This will be accomplished through writing prompts each month, a weekly writing block on Wednesdays, eight early release days with a focus on writing, as well as teacher and literacy team Professional Learning Community meetings.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

Belleview Santos schedules weekly meetings for faculty to collaborate and plan. Meetings occur as grade level teams, and other groupings depending on the particular focus.

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

The Principal is responsible to post positions on District online job vacancy site and to hire employees who have completed teacher education programs or alternative certification programs. The Principal and Assistant Principal also have regular meetings with new teachers, as well as partner them with veteran staff.

Throughout the year teachers will be provided several professional development opportunities (on-site/district) to maintain up-to-date teaching strategies and knowledge of current state standards for curriculum. The administration will also observe several times throughout the year and provide feedback to the new teacher. Assistance will be provided, as needed. Grade level and faculty meetings will also serve to provide information to maintain up-to-date information about the school, grade level, and district. The responsibility of implementing these strategies will be provided by the administration, selected faculty members, and/or district personnel.

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

New teachers will be paired with a mentor teacher in the same grade level/department. Throughout the year they will participate in weekly meetings and classroom observations/coaching, when needed. Professional Development opportunities will be available on site and at the district level throughout the year. The administration will also observe several times throughout the year and provide feedback to the new teacher. Assistance will be provided, as needed. The responsibility of our teacher mentoring program/plan will be provided by the administration, selected faculty members who are qualified, and/or district personnel.

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.

Belleview Santos ensures its core instructional programs and materials are aligned to Florida's Standards. The school only uses research-based curriculum that works in unison with the District created Curriculum Maps (which are aligned to the Florida Standards). Core programs include Wonders Reading, Go Math, and National Geographic Science. In addition, teachers utilize CPalms, which is a State created site for teachers to pull lessons and resources that are aligned to state standards and of high quality.

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.

Belleview Santos uses data in various ways to identify students who are having academic and/or behavioral difficulty. This occurs on many levels. As a school, the leadership team looks at data to make decisions on where additional staff need to be scheduled in order to support student needs. In addition to this, MTSS (remediation and enrichment) are blocked during the school day to provide as many staff to assist with student needs. Grade levels meet as data team members to analyze results of assessments and adjust instruction to make improvements and plan for student needs. Teachers

on a daily basis review student performance in various ways, formally and informally, to make decisions for individual students in the class. Belleview Santos utilizes the I-Ready reading and math program and its resources to provide targeted, specific intervention and/or enrichment to all students. Also, student and teacher data tracking notebooks/folders are used to monitor class and student progress, as well as to set and measure progress toward goals.

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: After School Program

Minutes added to school year: 0

Extended day. Up to 100 students in grade K-5 can participate in the extended day program.

Strategy Rationale

To provide assistance with academics, as well as physical and social skills during the extended day program.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Greene, Brian, brian.greene@marion.k12.fl.us

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

Voluntary program. Data will include the collaborative relationship with school and extended day staff to extend the learning and other skills training of those learners in the extended day program.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

STAGGER START is a district initiative to assist students to transition into elementary school. The primary focus of STAGGER START is to give staff the opportunity to administer assessments, develop one-on-one relationships with students, and eliminate anxiety for children by assigning small groups of students per day to attend school for the first week. FLKRS, which includes the assessments of ECHO and FAIR, are tools used to determine readiness needs, focus instructional strategies, and provide prescriptive instructional implications.

Florida's Voluntary Pre-K, Headstart, and HIPPY (Home Instruction for Parents of Preschool Youngsters) are programs currently implemented throughout the district to assist preschoolers with early literacy skills. Ongoing communication is provided to parents regarding these programs. Federal and state funding is used to provide programs for our preschool children.

Additionally, our School Counseling department holds articulation meetings with our feeder pattern

pre-schools in the late spring. These meetings provide our school with the opportunity to gain important information regarding incoming kindergarten students.

For students transitioning to middle school there is a session for all 5th graders, where the middle school administrative and school counseling team visit to discuss middle school classes for course selections, expectations, and other like areas to assist with the elementary to middle school transition. For students with IEPs, the school works with the receiving middle school for articulation meetings as a support for these students as they transition to middle school.

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.

Marion County Public Schools implements standards provided by the state that are to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skill students need to master in each grade (K-12), and subject so they will be prepared to succeed in college, careers, and life.

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

N/A - This section is required for schools with grades 9, 10, 11 or 12.

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

The Florida Standards supports the implementation of the skills and knowledge necessary for success in STEM related experiences. Marion County Public Schools implements the Florida Standards which consists of:

1. A curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage in a situation in order to find its solution.
2. Innovation instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned.
3. Independent and collaborative research projects embedded in the curricula.
4. Collaboration, communication, and critical thinking skills threaded throughout the curricula.
5. Real-world, problem-based applications.
6. Content rich instruction.

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 - This section is required for schools with grades 9, 10, 11 or 12.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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.** If we implement the five essential domains and focus on instruction in all core subjects, specifically on Ambitious Instruction, Collaborative Teaching, and Supportive Environments, then student achievement will increase.

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. If we implement the five essential domains and focus on instruction in all core subjects, specifically on Ambitious Instruction, Collaborative Teaching, and Supportive Environments, then student achievement will increase. **1a**

G095850

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	54.0
ELA/Reading Gains	54.0
FSA Mathematics Achievement	54.0
Math Gains	54.0
Statewide Science Assessment Achievement	55.0
School Grade - Percentage of Points Earned	54.0

Targeted Barriers to Achieving the Goal **3**

- Time in the master schedule for teachers to participate (uninterrupted) in collaboration and Professional Learning Communities with their peers for the purpose of improving core instruction by providing the time to plan, use data, reflect on professional development, as well as a focus on instruction, resource/materials alignment to the Florida Standards.
- Using the Florida Standards for implicit Math, English Language Arts, and Science planning and instruction.
- Gaps in rigorous instruction aligned to Florida Standards.
- Gaps in student data tracking, student conferencing, and student quality questioning (Taxonomy/Depth of Knowledge).

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

- Core programs (Wonders, Go Math, National Geographic)
- Paraprofessionals
- CPalms
- Collaboration/PLC master school schedule times
- Literacy Content Specialist
- Math Content Specialist
- Science Content Specialist
- Teacher Bloom's Taxonomy and Depth of Knowledge wheels
- Student Bloom's Taxonomy and Critical Thinking wheels
- Teacher and Student Data Notebooks
- iReady Reading and Math program for diagnostic, intervention, enrichment, small group lessons, goal setting...

Plan to Monitor Progress Toward G1. 8

The Leadership and Synergy team will progress monitor using data reports from varying sources, such as Performance Matters/Unify, iReady, and district assessments to determine instructional needs and strengths of Florida Standards based planning and instruction.

Person Responsible

Brian Greene

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Team documentation will reflect this process and summarize the findings.

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. If we implement the five essential domains and focus on instruction in all core subjects, specifically on Ambitious Instruction, Collaborative Teaching, and Supportive Environments, then student achievement will increase. 1

G095850

G1.B1 Time in the master schedule for teachers to participate (uninterrupted) in collaboration and Professional Learning Communities with their peers for the purpose of improving core instruction by providing the time to plan, use data, reflect on professional development, as well as a focus on instruction, resource/materials alignment to the Florida Standards. 2

B258004

G1.B1.S1 Master schedule structure for teachers to collaborate for building standards driven lesson plans for all core subjects and to continuously review student data to make adjustments to instruction and student needs. 4

S273100

Strategy Rationale

Allowing teachers to collaborate and conduct Professional Learning Communities (PLC) focused on "What do we want students to learn," "How will we know when each student has learned it," and "How will we respond when students don't learn it?" The collaborative and PLC structure will improve instruction, resulting in improved student achievement.

Action Step 1 5

The Principal will build into the master school schedule specified collaboration day(s) each week for quality collaborative/PLC time for teachers, support personnel during this time, as well as two school improvement special projects/planning days when school has concluded for the year.

Person Responsible

Brian Greene

Schedule

Annually, from 8/14/2017 to 5/25/2018

Evidence of Completion

The grade level will provide collaborative/PLC completed work. The Principal will provide an agenda/minutes from the school improvement planning days after school as concluded for the year.

Action Step 2 5

The Assistant Principal will create a collaborative/PLC structure to help guide teachers through quality ELA, Math, and Science meetings to keep focus on what quality collaboration/PLC should entail toward improving instruction and planning toward student achievement.

Person Responsible

Ashley Kemp

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Collaboration/PLC meeting structure documentation.

Action Step 3 5

The Content Area Specialist (Literacy, Math, Science) and a school administrator (Principal and/or Assistant Principal) will attend collaboration/PLC meetings with teachers to provide best practice, assistance, problem solving assistance, and to provide additional resources.

Person Responsible

Ashley Kemp

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Team attendance documentation.

Action Step 4 5

The Teachers will document collaboration/PLC meetings and provide the result of their work to the Principal.

Person Responsible

Ashley Kemp

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Collaboration/PLC documentation.

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

Administration will work alongside grade chairs, the content area specialists and the school Synergy Team to observe and review data related to teacher collaboration/PLC teams, standards based planning and instruction.

Person Responsible

Brian Greene

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Electronic data available from observations in TNL, Classroom Walk-Throughs, antidotal notes, collaboration/PLC meetings, and meeting documentation.

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

The Leadership and Synergy team will analyze data from student assessments and classroom walkthroughs to determine the effectiveness of instruction.

Person Responsible

Brian Greene

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Assessment data and classroom walkthrough documentation.

G1.B2 Using the Florida Standards for implicit Math, English Language Arts, and Science planning and instruction. 2

B258005

G1.B2.S1 Literacy, Math and Science Content Specialist. 4

S273101

Strategy Rationale

The Content Area Specialist will support instruction, directly serve students in these content areas, allocate materials/resources to support the instructional program in the classrooms, as well as model and conduct lessons for teachers and students.

Action Step 1 5

Analyze math, English Language Arts, and science data to determine teacher and student needs for Content Area Specialist coaching focus.

Person Responsible

Brian Greene

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Leadership, literacy, data, and Synergy team meeting documentation.

Action Step 2 5

Target classrooms that require additional personnel and instructional support. Schedule meetings for instructional support (observation, coaching, modeling) with those teachers and the Content Area Specialist. Provide kindergarten classroom support for early learners.

Person Responsible

Brian Greene

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Content Area Specialist documentation and paraprofessional scheduling into kindergarten.

Action Step 3 5

Content Area Specialist to model instruction and reflect with teachers in targeted classrooms.

Person Responsible

Ashley Kemp

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Content Area Specialist documentation

Action Step 4 5

Content Area Specialist to support resources (curriculum, materials, supplies, iReady program...) and support (lesson planning, coaching, modeling) to all teachers.

Person Responsible

Ashley Kemp

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Content Area Specialist allocation

Action Step 5 5

Provide a Literacy, Math, and Science Specialist to directly support teachers and students.

Person Responsible

Brian Greene

Schedule

On 5/25/2018

Evidence of Completion

School staffing plan.

Action Step 6 5

Provide technology engagement in areas of the school accessible to all students K-5 for interaction with Special area teachers and Content Specialists.

Person Responsible

Brian Greene

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Master schedule with student access to Art, Music, Media, and the Stem lab each week.

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

The Leadership and Synergy team will meet regularly to target areas of need with the Math, Literacy, and Science Content Specialist.

Person Responsible

Brian Greene

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Team minutes/documentation and Content Areas Specialist documentation.

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

The Leadership and Synergy team will focus on Tier 1 Math, English Language Arts, and Science instruction.

Person Responsible

Brian Greene

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Team data meeting documentation.

G1.B3 Gaps in rigorous instruction aligned to Florida Standards. 2

B258006

G1.B3.S1 Lesson plan and instruction monitoring that demonstrates a primary focus and time on essential and important standards of what students should know and be able to do by the end of the unit/lesson. 4

S273102

Strategy Rationale

Planning and teaching supports differentiation, and remediation from the teacher's review of formative and summative assessment data.

Action Step 1 5

Lesson plan and instruction monitoring.

Person Responsible

Brian Greene

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom Walkthrough (CWT) documentation for both the Principal and AP, as well as lesson plans readily available to review.

Action Step 2 5

Provide teachers effective Danielson lesson plan rubric for reference/use.

Person Responsible

Brian Greene

Schedule

On 8/10/2017

Evidence of Completion

Danielson template and common location on the SharePoint portal.

Action Step 3 5

Provide teachers effective Unit Planning Organizer to plan effective units of instruction with focus on essential and important Florida Standards.

Person Responsible

Brian Greene

Schedule

On 8/10/2017

Evidence of Completion

Unit Planning Organizer and common location on the SharePoint portal.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Classroom walkthrough data, lesson plan review from the school portal location.

Person Responsible

Brian Greene

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom Walkthrough forms (CWTs) and lesson plan SharePoint portal access records.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Content Area Specialist and Leadership member attendance and support during collaborative/PLC work for planning units and lessons of instruction.

Person Responsible

Ashley Kemp

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Weekly attendance, collaborative/PLC attendance documentation.

G1.B3.S2 Common Board (framework) implementation for Reading, Math and Science instruction. 4

S273103

Strategy Rationale

Provides student and teacher clarity. Ensures standards driven instruction and a framework for the instruction.

Action Step 1 5

Monitor framework (common board) implementation

Person Responsible

Brian Greene

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Framework visible to students, up-to-date, and can be articulated by students as to the learning objective (EQ).

Action Step 2 5

Ongoing framework training/support for implementation.

Person Responsible

Brian Greene

Schedule

Semiannually, from 8/10/2017 to 10/1/2017

Evidence of Completion

Follow-up training/support from the FDOE DA team.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Classroom Walkthroughs and student discussion.

Person Responsible

Brian Greene

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Visible framework to observer and student articulation of learning focus and EQ, which matches the framework.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Data review of visible learning.

Person Responsible

Brian Greene

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom Walkthrough documentation if the Common Board was visible, could be articulated by the students, was up-to-date, was standards aligned, and matched what students were doing in class.

G1.B4 Gaps in student data tracking, student conferencing, and student quality questioning (Taxonomy/Depth of Knowledge). 2

 B258007

G1.B4.S1 Student data tracking folders and supporting tracking sheets for Math and English Language Arts. 4

 S273104

Strategy Rationale

Student articulation of where they are, where they need to be, and tracking progress toward those goals is a high effect strategy. Student ownership of their learning.

Action Step 1 5

All students with Math data folders and supporting tracking documents.

Person Responsible

Jennifer Alvarez

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Student math data folders in each classroom.

Action Step 2 5

All students with Reading data folders and supporting tracking documents.

Person Responsible

Kristine Craig

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Student reading data folders in each classroom.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Student math data folders created with data tracking sheets provided to teachers/students in the classrooms.

Person Responsible

Jennifer Alvarez

Schedule

On 9/11/2017

Evidence of Completion

Math data folders created and placed in the classroom with supporting data tracking documents.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Student reading data folders created with data tracking sheets provided to teachers/students in the classrooms.

Person Responsible

Kristine Craig

Schedule

On 9/11/2017

Evidence of Completion

Reading data folders created and placed in the classroom with supporting data tracking documents.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Math folders created with data tracking sheets included and provided to teachers for student assignment.

Person Responsible

Jennifer Alvarez

Schedule

On 9/11/2017

Evidence of Completion

Folders in the hands of students in the classroom.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Reading folders created with data tracking sheets included and provided to teachers for student assignment.

Person Responsible

Kristine Craig

Schedule

On 9/11/2017

Evidence of Completion

Folders in the hands of students in the classroom.

G1.B4.S2 Student conferencing and articulation of describing their goals to parents, teachers and other supportive school staff. 4

S273105

Strategy Rationale

Student articulation of their goals, progress thereof, reflecting on their goals in creating new goals and/or modifying current goals is a high effect strategy. This shifts the power and ownership of student learning with a direct student investment in developing their learning targets and measurement of those targets as they progress throughout the school year.

Action Step 1 5

Training on conferencing documents and processes for effective implementation.

Person Responsible

Brian Greene

Schedule

On 9/11/2017

Evidence of Completion

Training documentation and implementation of strategies from the training.

Action Step 2 5

Student questioning of goals and progress towards goals.

Person Responsible

Ashley Kemp

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Student data folders and student developed data documentation.

Action Step 3 5

Parent involvement for student conferencing and goal setting, as well as for information to assist student toward achieving learning goals.

Person Responsible

Brian Greene

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Parent sign-in sheets, parent-teacher conference logs, student conference/report card nights, parent signature on compacts...

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Classroom visits.

Person Responsible

Brian Greene

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

Student data folder review during classroom visits. Can students articulate their goals, data, and progress toward their goals.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Teacher discussion of student conferencing on goal setting, attainment, and monitoring of progress.

Person Responsible

Ashley Kemp

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Master schedule with time during tier I/MTSS blocks and teacher collaborative/planning time for PLC review of student progress.

G1.B4.S3 Feedback and questioning rigor/enhancement. 4

S273106

Strategy Rationale

Quality feedback and deeper taxonomy/depth of knowledge questioning are high effect strategies that engage learners in deeper and critical thinking learning activities. Learning and activities that are centered around state standards, as well as student engagement of learning targets and closing gaps that are barriers to those targets.

Action Step 1 5

Training implementation of the teacher Depth of Knowledge/Taxonomy wheels and student Taxonomy/Critical Thinking wheels.

Person Responsible

Kristine Craig

Schedule

On 9/11/2017

Evidence of Completion

Training sign-in sheet and follow-up with teacher/student use during core and center instruction.

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Classroom observations during core and center instruction for use of the teacher and student wheels.

Person Responsible

Brian Greene

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

Classroom walkthrough documentation.

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

Ongoing training and classroom walkthroughs to ensure fidelity of use.

Person Responsible

Brian Greene

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Classroom walkthrough and training schedule documentation.




IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B3.S1.A2 A366524	Provide teachers effective Danielson lesson plan rubric for reference/use.	Greene, Brian	8/3/2017	Danielson template and common location on the SharePoint portal.	8/10/2017 one-time
G1.B3.S1.A3 A366525	Provide teachers effective Unit Planning Organizer to plan effective units of instruction with...	Greene, Brian	8/3/2017	Unit Planning Organizer and common location on the SharePoint portal.	8/10/2017 one-time
G1.B4.S1.MA1 M392890	Math folders created with data tracking sheets included and provided to teachers for student...	Alvarez, Jennifer	8/14/2017	Folders in the hands of students in the classroom.	9/11/2017 one-time
G1.B4.S1.MA4 M392891	Reading folders created with data tracking sheets included and provided to teachers for student...	Craig, Kristine	8/14/2017	Folders in the hands of students in the classroom.	9/11/2017 one-time
G1.B4.S1.MA1 M392892	Student math data folders created with data tracking sheets provided to teachers/students in the...	Alvarez, Jennifer	8/14/2017	Math data folders created and placed in the classroom with supporting data tracking documents.	9/11/2017 one-time
G1.B4.S1.MA2 M392893	Student reading data folders created with data tracking sheets provided to teachers/students in the...	Craig, Kristine	8/14/2017	Reading data folders created and placed in the classroom with supporting data tracking documents.	9/11/2017 one-time
G1.B4.S2.A1 A366530	Training on conferencing documents and processes for effective implementation.	Greene, Brian	8/14/2017	Training documentation and implementation of strategies from the training.	9/11/2017 one-time
G1.B4.S3.A1 A366533	Training implementation of the teacher Depth of Knowledge/Taxonomy wheels and student...	Craig, Kristine	8/14/2017	Training sign-in sheet and follow-up with teacher/student use during core and center instruction.	9/11/2017 one-time
G1.B3.S2.A2 A366527	Ongoing framework training/support for implementation.	Greene, Brian	8/10/2017	Follow-up training/support from the FDOE DA team.	10/1/2017 semiannually
G1.MA1 M392898	The Leadership and Synergy team will progress monitor using data reports from varying sources, such...	Greene, Brian	8/10/2017	Team documentation will reflect this process and summarize the findings.	5/25/2018 monthly
G1.B1.S1.MA1 M392882	The Leadership and Synergy team will analyze data from student assessments and classroom...	Greene, Brian	8/14/2017	Assessment data and classroom walkthrough documentation.	5/25/2018 monthly
G1.B1.S1.MA1 M392883	Administration will work alongside grade chairs, the content area specialists and the school...	Greene, Brian	8/14/2017	Electronic data available from observations in TNL, Classroom Walk-Throughs, antidotal notes, collaboration/PLC meetings, and meeting documentation.	5/25/2018 weekly
G1.B1.S1.A1 A366513	The Principal will build into the master school schedule specified collaboration day(s) each week...	Greene, Brian	8/14/2017	The grade level will provide collaborative/PLC completed work. The Principal will provide an agenda/minutes from the school improvement planning days after school as concluded for the year.	5/25/2018 annually
G1.B1.S1.A2 A366514	The Assistant Principal will create a collaborative/PLC structure to help guide teachers through...	Kemp, Ashley	8/14/2017	Collaboration/PLC meeting structure documentation.	5/25/2018 weekly
G1.B1.S1.A3 A366515	The Content Area Specialist (Literacy, Math, Science) and a school administrator (Principal and/or...	Kemp, Ashley	8/14/2017	Team attendance documentation.	5/25/2018 biweekly
G1.B1.S1.A4 A366516	The Teachers will document collaboration/PLC meetings and provide the result of their work to the...	Kemp, Ashley	8/14/2017	Collaboration/PLC documentation.	5/25/2018 weekly
G1.B2.S1.MA1 M392884	The Leadership and Synergy team will focus on Tier 1 Math, English Language Arts, and Science...	Greene, Brian	8/10/2017	Team data meeting documentation.	5/25/2018 weekly

Marion - 0101 - Belleview Santos Elem. School - 2017-18 SIP
Belleview Santos Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1 M392885	The Leadership and Synergy team will meet regularly to target areas of need with the Math,...	Greene, Brian	8/10/2017	Team minutes/documentation and Content Areas Specialist documentation.	5/25/2018 weekly
G1.B2.S1.A1 A366517	Analyze math, English Language Arts, and science data to determine teacher and student needs for...	Greene, Brian	8/10/2017	Leadership, literacy, data, and Synergy team meeting documentation.	5/25/2018 weekly
G1.B2.S1.A2 A366518	Target classrooms that require additional personnel and instructional support. Schedule meetings...	Greene, Brian	8/10/2017	Content Area Specialist documentation and paraprofessional scheduling into kindergarten.	5/25/2018 biweekly
G1.B2.S1.A3 A366519	Content Area Specialist to model instruction and reflect with teachers in targeted classrooms.	Kemp, Ashley	8/10/2017	Content Area Specialist documentation	5/25/2018 weekly
G1.B2.S1.A4 A366520	Content Area Specialist to support resources (curriculum, materials, supplies, iReady program...)...	Kemp, Ashley	8/10/2017	Content Area Specialist allocation	5/25/2018 weekly
G1.B2.S1.A5 A366521	Provide a Literacy, Math, and Science Specialist to directly support teachers and students.	Greene, Brian	8/10/2017	School staffing plan.	5/25/2018 one-time
G1.B2.S1.A6 A366522	Provide technology engagement in areas of the school accessible to all students K-5 for interaction...	Greene, Brian	8/10/2017	Master schedule with student access to Art, Music, Media, and the Stem lab each week.	5/25/2018 weekly
G1.B3.S1.MA1 M392886	Content Area Specialist and Leadership member attendance and support during collaborative/PLC work...	Kemp, Ashley	8/10/2017	Weekly attendance, collaborative/PLC attendance documentation.	5/25/2018 weekly
G1.B3.S1.MA1 M392887	Classroom walkthrough data, lesson plan review from the school portal location.	Greene, Brian	8/10/2017	Classroom Walkthrough forms (CWTs) and lesson plan SharePoint portal access records.	5/25/2018 biweekly
G1.B3.S1.A1 A366523	Lesson plan and instruction monitoring.	Greene, Brian	8/10/2017	Classroom Walkthrough (CWT) documentation for both the Principal and AP, as well as lesson plans readily available to review.	5/25/2018 daily
G1.B4.S1.A1 A366528	All students with Math data folders and supporting tracking documents.	Alvarez, Jennifer	8/14/2017	Student math data folders in each classroom.	5/25/2018 weekly
G1.B4.S1.A2 A366529	All students with Reading data folders and supporting tracking documents.	Craig, Kristine	8/14/2017	Student reading data folders in each classroom.	5/25/2018 weekly
G1.B3.S2.MA1 M392888	Data review of visible learning.	Greene, Brian	8/10/2017	Classroom Walkthrough documentation if the Common Board was visible, could be articulated by the students, was up-to-date, was standards aligned, and matched what students were doing in class.	5/25/2018 biweekly
G1.B3.S2.MA1 M392889	Classroom Walkthroughs and student discussion.	Greene, Brian	8/10/2017	Visible framework to observer and student articulation of learning focus and EQ, which matches the framework.	5/25/2018 weekly
G1.B4.S2.MA1 M392894	Teacher discussion of student conferencing on goal setting, attainment, and monitoring of progress.	Kemp, Ashley	8/14/2017	Master schedule with time during tier I/ MTSS blocks and teacher collaborative/ planning time for PLC review of student progress.	5/25/2018 weekly
G1.B4.S2.MA1 M392895	Classroom visits.	Greene, Brian	8/14/2017	Student data folder review during classroom visits. Can students articulate their goals, data, and progress toward their goals.	5/25/2018 daily
G1.B4.S2.A2 A366531	Student questioning of goals and progress towards goals.	Kemp, Ashley	8/14/2017	Student data folders and student developed data documentation.	5/25/2018 weekly
G1.B4.S2.A3 A366532	Parent involvement for student conferencing and goal setting, as well as for information to assist...	Greene, Brian	8/10/2017	Parent sign-in sheets, parent-teacher conference logs, student conference/ report card nights, parent signature on compacts...	5/25/2018 weekly

Marion - 0101 - Belleview Santos Elem. School - 2017-18 SIP
Belleview Santos Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S3.MA1  M392896	Ongoing training and classroom walkthroughs to ensure fidelity of use.	Greene, Brian	8/14/2017	Classroom walkthrough and training schedule documentation.	5/25/2018 monthly
G1.B4.S3.MA1  M392897	Classroom observations during core and center instruction for use of the teacher and student...	Greene, Brian	8/14/2017	Classroom walkthrough documentation.	5/25/2018 daily
G1.B3.S2.A1  A366526	Monitor framework (common board) implementation	Greene, Brian	8/10/2017	Framework visible to students, up-to-date, and can be articulated by students as to the learning objective (EQ).	5/31/2018 weekly

V. Professional Development Opportunities

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

G1. If we implement the five essential domains and focus on instruction in all core subjects, specifically on Ambitious Instruction, Collaborative Teaching, and Supportive Environments, then student achievement will increase.

G1.B2 Using the Florida Standards for implicit Math, English Language Arts, and Science planning and instruction.

G1.B2.S1 Literacy, Math and Science Content Specialist.

PD Opportunity 1

Content Area Specialist to model instruction and reflect with teachers in targeted classrooms.

Facilitator

Content Area Specialist

Participants

Targeted teachers

Schedule

Weekly, from 8/10/2017 to 5/25/2018

PD Opportunity 2

Content Area Specialist to support resources (curriculum, materials, supplies, iReady program...) and support (lesson planning, coaching, modeling) to all teachers.

Facilitator

Content Area Specialist

Participants

All classroom teachers (K-5)

Schedule

Weekly, from 8/10/2017 to 5/25/2018

PD Opportunity 3

Provide a Literacy, Math, and Science Specialist to directly support teachers and students.

Facilitator

Content Specialist

Participants

Teachers

Schedule

On 5/25/2018

G1.B3 Gaps in rigorous instruction aligned to Florida Standards.

G1.B3.S2 Common Board (framework) implementation for Reading, Math and Science instruction.

PD Opportunity 1

Ongoing framework training/support for implementation.

Facilitator

FDOE Common Board trainer

Participants

All K-5 teachers

Schedule

Semiannually, from 8/10/2017 to 10/1/2017

G1.B4 Gaps in student data tracking, student conferencing, and student quality questioning (Taxonomy/Depth of Knowledge).

G1.B4.S2 Student conferencing and articulation of describing their goals to parents, teachers and other supportive school staff.

PD Opportunity 1

Training on conferencing documents and processes for effective implementation.

Facilitator

Kris Lyon or other identified facilitator

Participants

Teachers

Schedule

On 9/11/2017

G1.B4.S3 Feedback and questioning rigor/enhancement.

PD Opportunity 1

Training implementation of the teacher Depth of Knowledge/Taxonomy wheels and student Taxonomy/Critical Thinking wheels.

Facilitator

Literacy Content Specialist

Participants

Teachers

Schedule

On 9/11/2017

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	The Principal will build into the master school schedule specified collaboration day(s) each week for quality collaborative/PLC time for teachers, support personnel during this time, as well as two school improvement special projects/planning days when school has concluded for the year.				\$2,961.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	100-Salaries	0101 - Belleview Santos Elem. School	Title, I Part A	0.0	\$2,961.00
			<i>Notes: Notes</i>			
2	G1.B1.S1.A2	The Assistant Principal will create a collaborative/PLC structure to help guide teachers through quality ELA, Math, and Science meetings to keep focus on what quality collaboration/PLC should entail toward improving instruction and planning toward student achievement.				\$0.00
3	G1.B1.S1.A3	The Content Area Specialist (Literacy, Math, Science) and a school administrator (Principal and/or Assistant Principal) will attend collaboration/PLC meetings with teachers to provide best practice, assistance, problem solving assistance, and to provide additional resources.				\$0.00
4	G1.B1.S1.A4	The Teachers will document collaboration/PLC meetings and provide the result of their work to the Principal.				\$0.00
5	G1.B2.S1.A1	Analyze math, English Language Arts, and science data to determine teacher and student needs for Content Area Specialist coaching focus.				\$0.00
6	G1.B2.S1.A2	Target classrooms that require additional personnel and instructional support. Schedule meetings for instructional support (observation, coaching, modeling) with those teachers and the Content Area Specialist. Provide kindergarten classroom support for early learners.				\$101,404.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	1200-STATE FEES-CONTINUED	0101 - Belleview Santos Elem. School	Title, I Part A	2.0	\$101,404.00
			<i>Notes: 2 Kindergarten and 2 primary paraprofessionals.</i>			
7	G1.B2.S1.A3	Content Area Specialist to model instruction and reflect with teachers in targeted classrooms.				\$0.00
8	G1.B2.S1.A4	Content Area Specialist to support resources (curriculum, materials, supplies, iReady program...) and support (lesson planning, coaching, modeling) to all teachers.				\$39,082.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	0101 - Belleview Santos Elem. School	Other	0.0	\$3,150.00
			<i>Notes: Accelerated Reader Site License.</i>			

Marion - 0101 - Belleview Santos Elem. School - 2017-18 SIP
Belleview Santos Elementary School

	5100	310-Professional and Technical Services	0101 - Belleview Santos Elem. School	Title, I Part A	0.0	\$1,500.00
			<i>Notes: iReady PD on-site training</i>			
	5100	360-Rentals	0101 - Belleview Santos Elem. School	Title, I Part A	0.0	\$13,837.00
			<i>Notes: iReady Reading and Math site license.</i>			
	5100	510-Supplies	0101 - Belleview Santos Elem. School	Title, I Part A	0.0	\$9,093.00
			<i>Notes: Consumable "Ready" math and reading student workbooks/texts with shipping costs.</i>			
	5100	510-Supplies	0101 - Belleview Santos Elem. School	Title, I Part A	0.0	\$1,500.00
			<i>Notes: Consumable classroom and STEM lab instructional supplies.</i>			
	5100	590-Other Materials and Supplies	0101 - Belleview Santos Elem. School	Title, I Part A		\$2,423.00
			<i>Notes: Non-consumable classroom and STEM lab instructional supplies to include ear buds for classroom computer use.</i>			
	5100	360-Rentals	0101 - Belleview Santos Elem. School	Title, I Part A	0.0	\$900.00
			<i>Notes: Top Score Writing Teacher Digital Licenses for grades 4-5.</i>			
	5100	590-Other Materials and Supplies	0101 - Belleview Santos Elem. School	Title, I Part A	0.0	\$2,350.00
			<i>Notes: Top Score Writing non-consumable Teacher Writing Curriculum Sets (grades 2-5).</i>			
	5100	590-Other Materials and Supplies	0101 - Belleview Santos Elem. School	Title, I Part A	0.0	\$410.00
			<i>Notes: We the People non-consumable 5th grade class set of student books and a teacher edition.</i>			
	5100	510-Supplies	0101 - Belleview Santos Elem. School	Title, I Part A	0.0	\$3,919.00
			<i>Notes: Science Studies Weekly, grades K-5.</i>			
9	G1.B2.S1.A5	Provide a Literacy, Math, and Science Specialist to directly support teachers and students.				\$146,669.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	1200-STATE FEES-CONTINUED	0101 - Belleview Santos Elem. School	Title, I Part A	1.0	\$57,452.00
			<i>Notes: Literacy Content Specialist (KC)</i>			
	6400	1200-STATE FEES-CONTINUED	0101 - Belleview Santos Elem. School	Title, I Part A	1.0	\$58,712.00
			<i>Notes: Math Content Specialist (JA)</i>			
	6400	1200-STATE FEES-CONTINUED	0101 - Belleview Santos Elem. School	Title, I Part A	0.5	\$30,505.00
			<i>Notes: Science Content Specialist (MB)</i>			

Marion - 0101 - Belleview Santos Elem. School - 2017-18 SIP
Belleview Santos Elementary School

10	G1.B2.S1.A6	Provide technology engagement in areas of the school accessible to all students K-5 for interaction with Special area teachers and Content Specialists.				\$18,452.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0101 - Belleview Santos Elem. School	Title, I Part A	0.0	\$16,200.00
			<i>Notes: SmartBoard for Art= 1,245 Three (3) 75' Clear Touch IFPs for Music, Media Center, and STEM lab= 14,955</i>			
	5100	644-Computer Hardware Non-Capitalized	0101 - Belleview Santos Elem. School	Title, I Part A	0.0	\$2,252.00
			<i>Notes: Three (3) Hovercam's for Art, Media Center, and the STEM lab= 975 Projector for the Art class= 777 50 student headphones for the computer labs= 500</i>			
11	G1.B3.S1.A1	Lesson plan and instruction monitoring.				\$0.00
12	G1.B3.S1.A2	Provide teachers effective Danielson lesson plan rubric for reference/use.				\$0.00
13	G1.B3.S1.A3	Provide teachers effective Unit Planning Organizer to plan effective units of instruction with focus on essential and important Florida Standards.				\$0.00
14	G1.B3.S2.A1	Monitor framework (common board) implementation				\$0.00
15	G1.B3.S2.A2	Ongoing framework training/support for implementation.				\$792.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0101 - Belleview Santos Elem. School	General Fund	0.0	\$792.00
			<i>Notes: Large framework printouts for teacher/students use in the classroom.</i>			
16	G1.B4.S1.A1	All students with Math data folders and supporting tracking documents.				\$60.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0101 - Belleview Santos Elem. School	General Fund	0.0	\$60.00
			<i>Notes: Student data folders for math.</i>			
17	G1.B4.S1.A2	All students with Reading data folders and supporting tracking documents.				\$60.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0101 - Belleview Santos Elem. School	General Fund	0.0	\$60.00
			<i>Notes: Student data folders for reading.</i>			
18	G1.B4.S2.A1	Training on conferencing documents and processes for effective implementation.				\$0.00
19	G1.B4.S2.A2	Student questioning of goals and progress towards goals.				\$0.00
20	G1.B4.S2.A3	Parent involvement for student conferencing and goal setting, as well as for information to assist student toward achieving learning goals.				\$2,376.00

Marion - 0101 - Belleview Santos Elem. School - 2017-18 SIP
Belleview Santos Elementary School

	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
	6150	160-Other Support Personnel	0101 - Belleview Santos Elem. School	Title, I Part A	0.0	\$794.00	
<i>Notes: Parent liaison at 2 hours per week, 25 weeks.</i>							
	6150	390-Other Purchased Services	0101 - Belleview Santos Elem. School	Title, I Part A	0.0	\$143.00	
<i>Notes: Parent-student-school compacts</i>							
	6150	390-Other Purchased Services	0101 - Belleview Santos Elem. School	Title, I Part A	0.0	\$477.00	
<i>Notes: Parent-Learner handbook</i>							
	6150	510-Supplies	0101 - Belleview Santos Elem. School	Title, I Part A	0.0	\$500.00	
<i>Notes: Paper for parent printing needs (newsletters, announcements, information for working with students at home...).</i>							
	6150	510-Supplies	0101 - Belleview Santos Elem. School	Title, I Part A	0.0	\$462.00	
<i>Notes: Ink for parent printing (monthly newsletters, academic resources, information for working with students at home...).</i>							
21	G1.B4.S3.A1	Training implementation of the teacher Depth of Knowledge/Taxonomy wheels and student Taxonomy/Critical Thinking wheels.					\$0.00
Total:						\$311,856.00	