

Bellevue Santos Elementary School



2014-15 School Improvement Plan

Belleview Santos Elementary School

9600 SE US HIGHWAY 441, Belleview, FL 34420

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	52%

Alternative/ESE Center	Charter School	Minority
No	No	34%

School Grades History

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

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.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Developing responsible students by focusing on academic achievement and developing the whole child

Provide the school's vision statement

Leading the State in raising student performance

School Environment

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 to the student. Teachers also collaborate formally and informally to share ideas on how to reach their students.

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 to all. Teachers model behavior and take opportunities to use "teachable moments" to help students understand how to be a positive member of the school community. 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.

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, or PBS, is in place at Belleview Santos. This system provides clear expectations for students. Positive reinforcement is a key to this system which motivates students to behave appropriately, which in turn allows instructional time to be uninterrupted. All faculty and staff understand the procedures in place to minimize distractions and provide a safe, respectful environment to learn. The dean and guidance counselor are available as supports to teachers and students who are needing additional support.

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

Formally, Belleview Santos has a "synergy team." This problem solving team meets at least monthly, or as often as needed, to discuss individual students and their academic and behavioral 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 are the timeline for action items to occur, who is responsible, and when the follow up meeting will occur. In addition, teachers work closely with the Guidance Department to informally refer students who may need additional support due to some type of change at home. Often, students will visit with the guidance counselor as they depart the bus in the morning, which often leads to counseling sessions.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Belleview Santos utilizes Performance Matters 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 synergy team meetings. The synergy team will meet on each student, 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.

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

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Attendance below 90 percent	12	10	5	10	9	46
One or more suspensions	0	3	1	0	0	4
Course failure in ELA or Math	3	5	9	10	4	31
Level 1 on statewide assessment	0	0	5	22	21	48

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

Indicator	Grade Level			Total
	2	4	5	
Students exhibiting two or more indicators	1	2	1	4

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

The Belleview Santos synergy team, which follows the MTSS process, identifies students, provides intervention, monitors their progress, and those results are used to make decisions. The guidance counselor specializes in the issues related to attendance and mobility. The dean specializes in behavior concerns. The assistant principal focuses on the curriculum end and academic performance.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/55818>.

Description

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Belleview Santos has a very large volunteer base which supports student achievement by providing one on one tutoring and/or mentoring. Many of the volunteers are formally 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, often creating relationships and a love of learning from a younger person that students can easily relate to and aspire to be.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Wilkerson, Fredna	Principal
Arnold, Jamie	Assistant Principal
Rowe, James	Dean
Alvarez, Jennifer	Instructional Coach
Hunt, Brian	Instructional Coach
Polish, Alison	Guidance Counselor
Robinson, Teresa	Instructional Media

Duties

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

The school-based MTSS/RtI Leadership Team is comprised of the members of the Problem Solving Team, the SAT (Student Assistance Team). Members include: Fredna Wilkerson, Principal; Jamie Arnold, Assistant Principal; Alison Polish, Guidance Counselor; James Rowe, Dean; Jennifer Alvarez, Reading Coach; Teresa Robinson, Media Specialist and a District assigned Social Worker and Psychologist. The SBLT consistently monitors student achievement data and provides intervention opportunities to students as needed. Progress is adjusted based on student growth data. SBLT 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 and meets periodically to set individual goals for students and to progress monitor student growth. Teachers are included in conversation of

student growth and then needs are identified and prioritized through these conversations and results of team meetings. Data is consistently leveraged to adjust the action plan and areas of need.

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 intervention adjusted on student growth data.

The school based 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 area. The team then meets periodically to set individual goals for students and to progress monitor student growth. Teachers are included in conversation of student growth and their professional growth needs are identified and prioritized through these conversations and 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 Tutorial 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 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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Fredna Wilkerson	Principal
Jamie Arnold	Principal
Lori Willcox	Education Support Employee
Elizabeth Brantley	Parent
Jennifer Clontz	Parent

Duties

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

Evaluation of last year's school improvement plan

Members of 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.

Development of this school improvement plan

Throughout the year the SAC meets 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 their input.

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.

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

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

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

No

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Wilkerson, Fredna	Principal
Arnold, Jamie	Assistant Principal
Alvarez, Jennifer	Instructional Coach
Robinson, Teresa	Instructional Media
Rowe, James	Dean
Polish, Alison	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will focus on students reading for pleasure. BSE will provide opportunities for families to read together and share ways to encourage reading at home. 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. Focus is placed on reading books appropriate for the student and maintaining a high percentage on the AR tests.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

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

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

The principal is responsible in posting positions on District online job vacancy site and hiring current employees who have completed teacher education 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.

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.

This year the following pairings will occur for our new teachers: Kim Stagner with Aida Bultron, which are both Kindergarten teachers; Nicole Anderson and Christine Attenhoffer, Academy teachers; Cynthia Gresbach and Elizabeth Scholl, Second grade teachers; Cindy Tibbetts with Judy Massey, Third grade teachers; and Theresa Roberts and Pam Mancuso, ELA teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Belleview Santos ensures its core instructional programs and materials are aligned to Florida's Standards by only using research-based curriculum that is used in unison with the District created Curriculum Maps, which are aligned to the Florida Standards. Core programs include Wonders Reading program, 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 and of high quality.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Belleview Santos uses data in various ways to identify students who are having 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, iii/E (remediation and enrichment) are blocked K-2 and 3-5 during the school day to provide as many staff to assist with small groups as available. Grade levels meet as data team members to analyze results of assessments and adjust instruction to make improvements. Teachers, on a daily basis review student performance in various ways, formally and informally, to make decisions for individual students in the class.

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: 600

Belleview Santos provides after school tutoring for students in grades 3-5. Students are invited based on showing need for support based on previous test scores (local and State assessments).

Strategy Rationale

Students who show need are provided additional instruction in a smaller group with a different teacher after school. This provides an additional opportunity for the student to learn in a different way then presented during the regular school day.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Wilkerson, Fredna, fredna.wilkerson@marion.k12.fl.us

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

Students who participate in the program are reflected in the lowest quartile groups. These students are tracked for attendance, performance, and also assigned mentors. Data is used to make instructional decisions for grouping and lesson planning for tutoring. Progress is monitored using AIMS Web and State assessment results.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

STAGGER START is a district initiative to assist students in transition into local elementary schools. 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. We are also funded to support an eight week, pre-Kindergarten program during the summer months. Communications between the summer teachers and beginning Kindergarten teachers is critical in insuring that the gains made during the summer continue forward throughout the beginning school year. Additionally, our Guidance 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

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

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.

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

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.

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 utilize the five essential domains to focus instruction in all core subjects then student achievement will increase.

Strategic Goals Detail

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

G1. If we utilize the five essential domains to focus instruction in all core subjects then student achievement will increase. 1a

G035873

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	50.0
FSA - Mathematics - Proficiency Rate	50.0

Resources Available to Support the Goal 2

- Core programs (Wonders, Go Math, National Geographic)
- Paraprofessionals
- CPalms
- Collaboration Days
- Full time Reading Coach
- Part time Math Coach

Targeted Barriers to Achieving the Goal 3

- Teachers need additional time to collaborate in order to improve core instruction by providing opportunity to plan, use data, reflect on professional development, and focus on alignment to the Florida Standards.
- Teachers need time to utilize CPalms in order to plan quality lessons.
- Math instruction needs to be focused on the Florida Standards.

Plan to Monitor Progress Toward G1. 8

Administration will progress monitor by pulling reports from available data sources, such as Performance Matters and AIMS Web

Person Responsible

Fredna Wilkerson

Schedule

Monthly, from 9/15/2014 to 5/15/2015

Evidence of Completion

Reports will be discussed and documented on Grade level minutes.

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 utilize the five essential domains to focus instruction in all core subjects then student achievement will increase. **1**

 G035873

G1.B1 Teachers need additional time to collaborate in order to improve core instruction by providing opportunity to plan, use data, reflect on professional development, and focus on alignment to the Florida Standards. **2**

 B085994

G1.B1.S1 Provide planning days for teachers to collaborate and create lesson plans utilizing Florida Standards for core subjects. **4**

 S096695

Strategy Rationale

Allowing teachers to collaborate will improve lesson planning, which in turn will improve instruction, resulting in improved student achievement.

Action Step 1 **5**

Principal will schedule collaboration days for teachers.

Person Responsible

Fredna Wilkerson

Schedule

Quarterly, from 9/29/2014 to 5/1/2015

Evidence of Completion

The grade level or department will provide a copy of their completed work from the planning day.

Action Step 2 5

Principal will obtain funding to provide substitute teachers through the use of Title I funds.

Person Responsible

Fredna Wilkerson

Schedule

On 9/22/2014

Evidence of Completion

Action Step 3 5

Assistant Principal will create an agenda for the collaboration day to maintain focus on improving instruction.

Person Responsible

Jamie Arnold

Schedule

Quarterly, from 9/22/2014 to 5/15/2015

Evidence of Completion

Action Step 4 5

Assistant Principal, Reading Coach, and Guidance Counselor will attend collaboration meetings with teachers to provide additional resources.

Person Responsible

Jamie Arnold

Schedule

Quarterly, from 9/29/2014 to 5/15/2015

Evidence of Completion

Action Step 5 5

Teachers will document collaboration day and provide the result of their "work" to the Principal.

Person Responsible

Fredna Wilkerson

Schedule

Quarterly, from 9/29/2014 to 5/15/2015

Evidence of Completion

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

Administration will observe core instruction.

Person Responsible

Fredna Wilkerson

Schedule

Quarterly, from 9/15/2014 to 5/15/2015

Evidence of Completion

Electronic data available from observations in TNL.

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

Administration will use data analysis from local assessments to determine effectiveness of instruction.

Person Responsible

Fredna Wilkerson


Schedule

Monthly, from 9/15/2014 to 5/15/2015

Evidence of Completion

Local assessment data meetings documented on grade level minutes.

G1.B2 Teachers need time to utilize CPalms in order to plan quality lessons. 2

 B110724

G1.B2.S1 Provide time to teachers to collaborate in using the CPalms website. 4

 S124553

Strategy Rationale

Instruction will improve if teachers are given the time to utilize quality resources.

Action Step 1 5

Principal will select CPalms Champion teacher to provide assistance to teachers.

Person Responsible

Fredna Wilkerson

Schedule

On 8/4/2014

Evidence of Completion

Sign in sheet at training and documentation of initial presentation to teachers.

Action Step 2 5

Teachers will be introduced to CPalms during preschool.

Person Responsible

Fredna Wilkerson

Schedule

On 8/13/2014

Evidence of Completion

Agenda from August 13, 2014

Action Step 3 5

Follow up will be provided to teachers during early release inservice.

Person Responsible

Jamie Arnold

Schedule

On 9/10/2014

Evidence of Completion

Sign in sheet from September 9, 2014

Action Step 4 5

Teachers will be provided an opportunity to further explore CPalms on the District Inservice Day.

Person Responsible

Fredna Wilkerson

Schedule

On 9/19/2014

Evidence of Completion

Sign in sheet from September 19, 2014

Action Step 5 5

Teachers will create lesson plans with the expectation of using CPalms during collaboration planning days.

Person Responsible

Jamie Arnold

Schedule

Quarterly, from 9/29/2014 to 5/15/2015

Evidence of Completion

Teacher Lesson plans

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

Principal will monitor attendance at trainings and collaboration meetings.

Person Responsible

Fredna Wilkerson

Schedule

Quarterly, from 8/13/2014 to 5/15/2015

Evidence of Completion

Sign in sheets, agendas, and teacher lesson plans

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

Principal and Assistant Principal will observe instruction.

Person Responsible

Fredna Wilkerson


Schedule

Monthly, from 8/18/2014 to 5/15/2015

Evidence of Completion

Observations notes in TNL

G1.B3 Math instruction needs to be focused on the Florida Standards. 2

 B110738

G1.B3.S1 Part time math coach provided by District 4

 S122252

Strategy Rationale

A math coach supports instruction in the classroom.

Action Step 1 5

Analyze math data and determine needs of school

Person Responsible

Fredna Wilkerson

Schedule

Weekly, from 8/25/2014 to 5/22/2015

Evidence of Completion

Coach's log

Action Step 2 5

Target classrooms that require support and schedule meetings with teachers

Person Responsible

Fredna Wilkerson

Schedule

Biweekly, from 9/22/2014 to 5/22/2015

Evidence of Completion

Coach's log

Action Step 3 5

Model instruction and reflect with teacher in targeted classrooms

Person Responsible

Schedule

Evidence of Completion

Coach's log

Action Step 4 5

Provide resources and support as needed

Person Responsible

Schedule

Evidence of Completion

Coach's log

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Principal will schedule collaboration days for teachers.	Wilkerson, Fredna	9/29/2014	The grade level or department will provide a copy of their completed work from the planning day.	5/1/2015 quarterly
G1.B3.S1.A1	Analyze math data and determine needs of school	Wilkerson, Fredna	8/25/2014	Coach's log	5/22/2015 weekly
G1.B2.S1.A1	Principal will select CPalms Champion teacher to provide assistance to teachers.	Wilkerson, Fredna	8/4/2014	Sign in sheet at training and documentation of initial presentation to teachers.	8/4/2014 one-time
G1.B3.S1.A2	Target classrooms that require support and schedule meetings with teachers	Wilkerson, Fredna	9/22/2014	Coach's log	5/22/2015 biweekly
G1.B1.S1.A2	Principal will obtain funding to provide substitute teachers through the use of Title I funds.	Wilkerson, Fredna	9/22/2014		9/22/2014 one-time
G1.B2.S1.A2	Teachers will be introduced to CPalms during preschool.	Wilkerson, Fredna	8/13/2014	Agenda from August 13, 2014	8/13/2014 one-time
G1.B3.S1.A3	Model instruction and reflect with teacher in targeted classrooms		Coach's log	one-time	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A3	Assistant Principal will create an agenda for the collaboration day to maintain focus on improving instruction.	Arnold, Jamie	9/22/2014		5/15/2015 quarterly
G1.B2.S1.A3	Follow up will be provided to teachers during early release inservice.	Arnold, Jamie	9/10/2014	Sign in sheet from September 9, 2014	9/10/2014 one-time
G1.B3.S1.A4	Provide resources and support as needed		Coach's log	one-time	
G1.B1.S1.A4	Assistant Principal, Reading Coach, and Guidance Counselor will attend collaboration meetings with teachers to provide additional resources.	Arnold, Jamie	9/29/2014		5/15/2015 quarterly
G1.B2.S1.A4	Teachers will be provided an opportunity to further explore CPalms on the District Inservice Day.	Wilkerson, Fredna	9/19/2014	Sign in sheet from September 19, 2014	9/19/2014 one-time
G1.B1.S1.A5	Teachers will document collaboration day and provide the result of their "work" to the Principal.	Wilkerson, Fredna	9/29/2014		5/15/2015 quarterly
G1.B2.S1.A5	Teachers will create lesson plans with the expectation of using CPalms during collaboration planning days.	Arnold, Jamie	9/29/2014	Teacher Lesson plans	5/15/2015 quarterly
G1.MA1	Administration will progress monitor by pulling reports from available data sources, such as Performance Matters and AIMS Web	Wilkerson, Fredna	9/15/2014	Reports will be discussed and documented on Grade level minutes.	5/15/2015 monthly
G1.B1.S1.MA1	Administration will use data analysis from local assessments to determine effectiveness of instruction.	Wilkerson, Fredna	9/15/2014	Local assessment data meetings documented on grade level minutes.	5/15/2015 monthly
G1.B1.S1.MA1	Administration will observe core instruction.	Wilkerson, Fredna	9/15/2014	Electronic data available from observations in TNL.	5/15/2015 quarterly
G1.B2.S1.MA1	Principal and Assistant Principal will observe instruction.	Wilkerson, Fredna	8/18/2014	Observations notes in TNL	5/15/2015 monthly
G1.B2.S1.MA1	Principal will monitor attendance at trainings and collaboration meetings.	Wilkerson, Fredna	8/13/2014	Sign in sheets, agendas, and teacher lesson plans	5/15/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If we utilize the five essential domains to focus instruction in all core subjects then student achievement will increase.

G1.B1 Teachers need additional time to collaborate in order to improve core instruction by providing opportunity to plan, use data, reflect on professional development, and focus on alignment to the Florida Standards.

G1.B1.S1 Provide planning days for teachers to collaborate and create lesson plans utilizing Florida Standards for core subjects.

PD Opportunity 1

Principal will schedule collaboration days for teachers.

Facilitator

Principal

Participants

All classroom teachers

Schedule

Quarterly, from 9/29/2014 to 5/1/2015

G1.B2 Teachers need time to utilize CPalms in order to plan quality lessons.

G1.B2.S1 Provide time to teachers to collaborate in using the CPalms website.

PD Opportunity 1

Teachers will be introduced to CPalms during preschool.

Facilitator

Anne Johns

Participants

All Teachers

Schedule

On 8/13/2014

PD Opportunity 2

Follow up will be provided to teachers during early release inservice.

Facilitator

Jamie Arnold

Participants

All Teachers

Schedule

On 9/10/2014

PD Opportunity 3

Teachers will be provided an opportunity to further explore CPalms on the District Inservice Day.

Facilitator

Jamie Arnold

Participants

All Teachers

Schedule

On 9/19/2014

G1.B3 Math instruction needs to be focused on the Florida Standards.

G1.B3.S1 Part time math coach provided by District

PD Opportunity 1

Analyze math data and determine needs of school

Facilitator

Fredna Wilkerson

Participants

Teachers grades 3-5

Schedule

Weekly, from 8/25/2014 to 5/22/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 1: If we utilize the five essential domains to focus instruction in all core subjects then student achievement will increase.	1,470
Grand Total	1,470

Goal 1: If we utilize the five essential domains to focus instruction in all core subjects then student achievement will increase.		
Description	Source	Total
B3.S1.A1 - Subs --3X70X7=	Title I Part A	1,470
Total Goal 1		1,470