

Belleview Elementary School

5556 SE COUNTY HIGHWAY 484, Belleview, FL 34420

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	76%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	32%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	F	D	C

**Preliminary 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 was approved by the Marion County School Board on 12/8/2015.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Priority	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

Belleview Elementary School will provide a quality learning environment where students will learn and become responsible, self-sufficient citizens, who will be willing and able to become contributing members of our democratic society.

Provide the school's vision statement

Ensuring all students are learning to their maximum potential.

School Environment

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

For the past year, we have been training teachers in Kagan Cooperative Learning Structures. One of the focuses of this training is building social skills among students and relationships within the classroom. Teachers are reminded on a weekly basis via email to cultivate these relationships and ensure that students feel like they are an important part of their class.

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

We implement school wide rules and expectations to create a safe environment, where all students are held to the same expectations in all settings. We call these expectations the Belleview Basics (be respectful, safe, an active learner, and responsible). When these expectations aren't being followed, students and staff members have meaningful conversations that go back to these expectations, which are essential to building good character traits and creating a safe learning environment. Staff members and members of the administrative team are strategically placed throughout campus before school, during school, and during dismissal to help provide a safe environment. We hold a Safety Committee meeting once a month to address any safety concern that may arise throughout the year.

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

Our school implements a Positive Behavior Support (PBS) system. All of our students and staff are expected to follow the Tier 1 Expectations (Be respectful, safe, an active learner, and responsible). The expectations and rules are posted in all of the various areas on campus. Teachers receive training during back to school week and periodically throughout the year. Students are continually reminded of these expectations and rules by various staff members throughout each and every day. Minor disciplinary incidents are not automatically a referral. Staff members are required to utilize a behavior tracking form that requires an intervention, parent contact, and re-teaching of the expectation(s) and the specific rule (s) concerning the infraction. The helps to provide consistency and builds relationships with parents because parent communication is required if a second incident occurs. Also, our school utilizes Kagan Structures to engage students in active learning.

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

Teachers and students have been told that the students can request time with the guidance counselor as needed. The procedure is for the teacher to call the guidance office to ensure that the guidance counselor is available. If there is need for long term counseling then the guidance counselor will refer the student out to community resources. The guidance counselor also offers classroom guidance lessons that any teacher can at any time.

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

We utilize Performance Matters as our school's early warning system which allows us to identify students with low attendance (less than 90%), discipline problems (5 or more discipline referrals) or poor academic performance as indicated by a level 1 on FSA or failure of 2 or more courses. However, the FSA data is not currently available. Also, because Performance Matters doesn't identify students with 1 or more suspensions or specific course failure, we utilized our Student Management System historical site to pull data on one or more suspensions and failure of English Language Arts and Math for a total spreadsheet of the students identified with Performance Matters..

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	23	26	13	12	17	19	110
One or more suspensions	3	7	8	8	9	1	36
Course failure in ELA or Math	0	0	1	19	5	16	41
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	3	6	2	6	3	1	21

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

Twice a month, we conduct Student of Concern (SOC) meetings with all members of our Synergy team (administrators, dean, guidance counselor, academic coach, school psychologist, behavior specialist, and social worker). The team examines students who are exhibiting 2 or more early warning indicators and determines the plan of action or intervention needed based on each child's tier. Throughout the year, the Student of Concern committee monitors the progress of each student to determine if the intervention needs to be adjusted or the student moved to the next tier.

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/54034>.

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

Our business partner, Belleview United Methodist Church, is very involved in supporting our school through providing school materials for needed children or volunteering in the classroom. Tutors for Kids is an organization that supports our school through providing trained tutors for students with academic needs. Several local business also provide our school with student supplies to assist our underprivileged students.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Conner, Brenda	Principal
McPhee, Monica	Assistant Principal
Bolomey, Meghan	Instructional Coach
Darnell, Terri	Dean
Davis, Chris	Instructional Coach
Peluffo, Evelyn	Guidance Counselor
Paiz, Laura	Teacher, K-12
Bigelow, Lindsey	Teacher, K-12
Davis, Debra	Teacher, K-12
Jones, Kim	Teacher, K-12
Richards, Debbie	Teacher, K-12
Hamblen, Cristy	Teacher, K-12
Gerace, Leo	Teacher, K-12
Lawson, Nallas	Teacher, ESE

Duties

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

The professional development specialist (formerly know as a reading coach) and math coach provide modeling, conduct research on methods to address student weaknesses in their subject area, and assist with professional development and parent training. The principal and assistant principal provide professional development activities throughout the year based on observation data. The teachers on the committee lead their grade levels in data analysis of students in their grade level and assist in planning parent evenings with the administration and coaches.

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 instructional coaches and lead teachers disaggregate data and report to teachers and administration, and create data charts. The administrators utilize the data information to determine how to provide additional support needed such as materials, adjustments of paraprofessionals to provide enrichment or remediation, and extended school time needs. The team meets quarterly after school to discuss data results, professional development needs, and other training needs and makes decisions based on data and feedback. The assistant principal and reading coach are responsible for keeping the inventory of resources available for teachers to use. The team examines individual needs of struggling students to select the program or materials that will best serve the students on Tier 2 or 3.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Brenda Conner	Principal
Jeanne Baumell	Teacher
Masie Greenleaf	Education Support Employee
Sonia Caro	Teacher
Deborah Richards	Teacher
Joyce Stewart	Parent
Nicole Stewart	Parent
Donna Smith	Parent
Amanda King	Parent
Donna Moore	Parent
Kris Schonewolf	Business/Community
	Student

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

Because the data for evaluating our 2014-2015 School Improvement Plan was not available at the last SAC meeting in late April 2015, the SAC was not able to be involved yet in evaluating the effectiveness of last year's plan. However, the writing team for this year's SIP has analyzed the data for our 2 goals in last year's plan and used this information for writing our 2015 - 2016 School Improvement Plan.

Development of this school improvement plan

The SAC provides feedback and edits to the School Leadership Team to help in the development of the School Improvement Plan. The SAC also is involved in writing the Parent Involvement Plan and developing the Home School Compact that identifies the responsibilities of the school and the parents in the students' education.

Preparation of the school's annual budget and plan

The Council serves as a resource for the principal, assists in the preparation of the school annual budget, and offers advice pertaining to the school program while acting as a liaison between the school and community.

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

Our school will had approximately \$3400 from the school improvement funds allocation. These funds were used to pay for the installation of new SmartBoards that replaced some of the outdated electronic boards.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Conner, Brenda	Principal
McPhee, Monica	Assistant Principal
Davis, Chris	Instructional Coach
Paiz, Laura	Teacher, K-12
Bigelow, Lindsey	Teacher, K-12
Davis, Debra	Teacher, K-12
Jones, Kim	Teacher, K-12
Richards, Debbie	Teacher, K-12
Lawson, Nallas	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The principal and assistant principal provide professional development activities throughout the year based on observation data. The teachers on the committee are from the 6 different grade levels and

assist in planning in in planning parent evenings with the administration and coaches. The professional development specialist provides modeling, conducts research on methods to address literacy weaknesses, and assists with professional development and parent training.

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

Kindergarten through 5th grade teachers have planning time with their grade level during the instructional day while their students are at art, music or P.E. Every Tuesday is collaborative planning for each grade level in which the teachers plan with the assistance of either the professional development specialist or math coach. Twice during the year, our Title I budget is used to provide substitutes by grade level for a half or full day to allow teachers to have time for collaboration again with the support of administration and academic coaches. Several days during the year we utilize our business partner or other businesses in our community to provide teachers with a free lunch in a relaxing environment,

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

We utilize the electronic application process that allows candidates nationally to easily apply for positions while allowing the school to screen quickly for highly qualified, certified teachers. A veteran mentor teacher is appointed to each new teacher at the school to assist the teacher in becoming acclimated to the school climate and more productive. The principal is responsible for implementing and monitoring teacher recruitment and retention strategies.

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

A veteran mentor teacher is appointed to each new teacher at the school to assist the teacher in becoming acclimated to the school climate and more productive. Mentors are selected who have been successful in their teaching grade and/or subject area. The planning time of the mentor and the new teachers are coordinated to allow for frequent meetings to assist the new teacher.

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

Our school uses our district curriculum maps and calendars for core instruction that are aligned to the Florida Standards. Imbedded in the maps are the suggested materials to use in the core instruction including the use of CPALMS.

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

Students in kindergarten through 5th grade participate daily in 40 minutes of reading intervention or enrichment instruction based on their individualized needs regardless of their grade level. Intervention

paraprofessionals work with math teachers to provide intervention and enrichment during the math instructional block based on the individualized student needs on the skills that are currently being taught.

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: 720

Each week the teachers have collaborative planning with their grade level and either the professional development specialist or math coach.

Strategy Rationale

Teaches need more time for collaborative planning and support in order to effectively prepare for rigorous instruction needed to meet the implementation of the Florida Standards.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

Data collected during classroom walkthroughs and formal observations of teachers during instruction will be used to collect data regarding the engagement of students in rigorous instruction. Additionally, the percentage of students performing on grade level on the Florida Standards assessment in the spring will also provide data to help determine if our strategy was effective.

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

We utilize a Title I Pre-Kindergarten/VPK program to be able to serve 20 pre-kindergarten students each year in preparation for kindergarten. We also encourage parents whose students are not enrolled in our pre-kindergarten program to enroll their child in another VPK program in a private setting or in the district's summer VPK program. We also have 2 ESE pre-kindergarten classrooms that serve pre-kindergarten students with identified special needs.

For our 5th grade students, we invite the middle schools in our area to come to our school to do an orientation session with our students during the school day. Special education students attend their individual articulation meetings between our school and the middle school.

College and Career Readiness

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

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

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

NA

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 consist of:

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

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

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we increase consistent implementation of PBS (Positive Behavior System), then our discipline referrals will decrease, thus increasing student time on task.
- G2.** If we continue to increase student engagement, comprehension of rigorous text, ability to utilize higher level thinking, and ability to demonstrate understanding, 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 increase consistent implementation of PBS (Positive Behavior System), then our discipline referrals will decrease, thus increasing student time on task. 1a

G072530

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	10.0

Resources Available to Support the Goal 2

- Dean, Positive Behavior Support (PBS) committee, professional development, internal funds.

Targeted Barriers to Achieving the Goal 3

- Several new staff members may create inconsistent implementation of the PBS program by all staff members.

Plan to Monitor Progress Toward G1. 8

Monthly discipline referral data will be collected and reviewed to determine progress toward the target.

Person Responsible

Terri Darnell

Schedule

On 5/27/2016

Evidence of Completion

By the end of the first semester, our discipline referrals will have decreased by 5% over the previous year.

G2. If we continue to increase student engagement, comprehension of rigorous text, ability to utilize higher level thinking, and ability to demonstrate understanding, then student achievement will increase. 1a

G072531

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	50.0
Math Gains	50.0
Math Lowest 25% Gains	50.0
FSA English Language Arts - Achievement	50.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	70.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Professional Development Specialist, part-time math coach, district specialists, STEM Lead Teachers, teachers, paraprofessionals, volunteers; intervention and enrichment programs, Title I funds for additional supplemental materials.

Targeted Barriers to Achieving the Goal 3

- Lack of rigor in instruction that requires students to consistently utilize higher level thinking in all subjects and able to explain or put their thought process into writing.
- Only partial completion of Kagan Cooperative Learning implementation
- Paraprofessionals and additional materials and equipment continue to be needed to support the delivery of core 1 instruction in addition to the delivery of interventions or enrichment for students based on their individual needs.

Plan to Monitor Progress Toward G2. 8

The leadership team will monitor student performance on AIMSweb reading and MathLearning Checks assessments, RWAs (reading/writing assessments) and science Focus Calendar Assessments.

Person Responsible

Brenda Conner

Schedule

Quarterly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Students will make progress in their target area.

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 increase consistent implementation of PBS (Positive Behavior System), then our discipline referrals will decrease, thus increasing student time on task. **1**

 G072530

G1.B1 Several new staff members may create inconsistent implementation of the PBS program by all staff members. **2**

 B189123

G1.B1.S1 Provide staff development on PBS during preschool trainings. **4**

 S200540

Strategy Rationale

If all staff have a refresher training on the proper implementation of PBS, they will be better able to utilize PBS appropriately and consistently.

Action Step 1 **5**

Provide staff development on PBS during preschool trainings and PBS refresher for the students during the first 10 days of school and the first day we return to school after winter break.

Person Responsible

Terri Darnell

Schedule

Semiannually, from 8/10/2015 to 1/4/2016

Evidence of Completion

Copy of preschool agenda noting the staff training and the schedule for the student refresher for August and January.

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

All teachers and students will participate in the PBS refresher.

Person Responsible

Terri Darnell

Schedule

Semiannually, from 8/10/2015 to 1/4/2016

Evidence of Completion

Sign in sheets for the staff training and schedule for the student refresher in August and January.

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

PBS / Discipline Committee will monitor the effectiveness of the PBS program during their meetings.

Person Responsible

Terri Darnell

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Number, type, and location of discipline referrals will be analyzed to determine if the strategies are working or need to be revisited.

G2. If we continue to increase student engagement, comprehension of rigorous text, ability to utilize higher level thinking, and ability to demonstrate understanding, then student achievement will increase. 1

G072531

G2.B1 Lack of rigor in instruction that requires students to consistently utilize higher level thinking in all subjects and able to explain or put their thought process into writing. 2

B189124

G2.B1.S1 Professional development for teachers and staff to increase the use Kagan Structures, (Day 3 training) STEM (science, technology, engineering and math) and writing. 4

S200541

Strategy Rationale

Teachers will be able to utilize the new skills learned through professional development to increase student engagement and rigor of instruction.

Action Step 1 5

Professional development and materials will be provided on Kagan Structures, use of STEM, and English Language Arts.

Person Responsible

Monica McPhee

Schedule

Monthly, from 8/3/2015 to 5/27/2016

Evidence of Completion

Sign in sheets and course data will be collected from True North Logic.

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

The assistant principal along with the Kagan Lead Teachers will continue to provide coaching and modeling in the correct use of Kagan structures while the academic coaches will provide coaching and modeling in the correct use of English Language Arts strategies and STEM strategies in classroom instruction.

Person Responsible

Brenda Conner

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

By the end of the first semester, 70% of the teachers will be utilizing the new strategies effectively.

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

Classroom observations will be conducted to determine if the teachers are utilizing the information from the professional development correctly or need assistance.

Person Responsible

Brenda Conner

Schedule

Monthly, from 8/17/2015 to 5/20/2016


Evidence of Completion

True North Logic will be used to collect observation notes.

G2.B2 Only partial completion of Kagan Cooperative Learning implementation 2

 B189125

G2.B2.S1 Provide Kagan Day 3 training and modeling by Kagan Lead Teachers 4

 S200543

Strategy Rationale

Additional Kagan training along with time to observe modeling by Kagan Lead Teachers will improve the quality of instruction.

Action Step 1 5

Provide Day 3 of Kagan training and send the assistant principal and one teacher from each grade level to Kagan Summer Academy in order to be trained as a Kagan Lead Teacher.

Person Responsible

Monica McPhee

Schedule

On 8/3/2015

Evidence of Completion

Sign in sheets will be utilized at each meeting.

Action Step 2 5

Utilize our in-house substitute to provide time for the Kagan Lead Teachers to model in the classrooms of the other teachers in their grade levels.

Person Responsible

Monica McPhee

Schedule

On 10/30/2015

Evidence of Completion

Copy of the schedule for modeling

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Classroom observations by administration to monitor the implementation of the newly learned Kagan structures.

Person Responsible

Monica McPhee

Schedule

Monthly, from 9/1/2015 to 10/30/2015

Evidence of Completion

Observations completed in TrueNorthLogic

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Observe the Kagan Lead Teachers at least once as they model to insure they are accurately modeling the Kagan structures.

Person Responsible

Monica McPhee

Schedule

On 10/30/2015

Evidence of Completion

Feedback notes provided to each Kagan Lead Teachers following the observation.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Classroom observation several times per year with feedback provided to the teachers

Person Responsible

Brenda Conner

Schedule

Quarterly, from 9/1/2015 to 4/1/2016


Evidence of Completion

Observations will be recorded during the first 3 nine week periods in TrueNorthLogic. in which feedback to the teacher will be recorded.

G2.B3 Paraprofessionals and additional materials and equipment continue to be needed to support the delivery of core 1 instruction in addition to the delivery of interventions or enrichment for students based on their individual needs. 2

 B189126

G2.B3.S1 Provide paraprofessionals along with additional materials or equipment to support rigorous instruction at each student's level. 4

 S200544

Strategy Rationale

Students benefit from core instructional materials in addition to small group instruction with paraprofessionals utilizing a variety of resources and materials to meet their individual needs and learning styles.

Action Step 1 5

Determine where additional paraprofessionals and materials or equipment are needed.

Person Responsible

Brenda Conner

Schedule

On 8/14/2015

Evidence of Completion

Materials and equipment needed will be ordered and paraprofessionals hired according to our school's staffing plan.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

We will provide training to paraprofessional and/or teachers on the use of materials and equipment.

Person Responsible

Monica McPhee

Schedule

On 9/30/2015

Evidence of Completion

Our school calendar will identify when the trainings took place.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Classroom observations will be conducted to determine if the staff members are utilizing the materials and equipment appropriately or need assistance in order to enhance student learning

Person Responsible

Chris Davis

Schedule

Biweekly, from 9/21/2015 to 10/30/2015

Evidence of Completion

Fidelity checks will show 80% are utilizing programs correctly.

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	Provide staff development on PBS during preschool trainings and PBS refresher for the students during the first 10 days of school and the first day we return to school after winter break.	Darnell, Terri	8/10/2015	Copy of preschool agenda noting the staff training and the schedule for the student refresher for August and January.	1/4/2016 semiannually
G2.B1.S1.A1	Professional development and materials will be provided on Kagan Structures, use of STEM, and English Language Arts.	McPhee, Monica	8/3/2015	Sign in sheets and course data will be collected from True North Logic.	5/27/2016 monthly
G2.B2.S1.A1	Provide Day 3 of Kagan training and send the assistant principal and one teacher from each grade level to Kagan Summer Academy in order to be trained as a Kagan Lead Teacher.	McPhee, Monica	7/1/2015	Sign in sheets will be utilized at each meeting.	8/3/2015 one-time

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Belleview Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.A1	Determine where additional paraprofessionals and materials or equipment are needed.	Conner, Brenda	6/15/2015	Materials and equipment needed will be ordered and paraprofessionals hired according to our school's staffing plan.	8/14/2015 one-time
G2.B2.S1.A2	Utilize our in-house substitute to provide time for the Kagan Lead Teachers to model in the classrooms of the other teachers in their grade levels.	McPhee, Monica	9/1/2015	Copy of the schedule for modeling	10/30/2015 one-time
G1.MA1	Monthly discipline referral data will be collected and reviewed to determine progress toward the target.	Darnell, Terri	9/8/2015	By the end of the first semester, our discipline referrals will have decreased by 5% over the previous year.	5/27/2016 one-time
G1.B1.S1.MA1	PBS / Discipline Committee will monitor the effectiveness of the PBS program during their meetings.	Darnell, Terri	8/24/2015	Number, type, and location of discipline referrals will be analyzed to determine if the strategies are working or need to be revisited.	5/27/2016 monthly
G1.B1.S1.MA1	All teachers and students will participate in the PBS refresher.	Darnell, Terri	8/10/2015	Sign in sheets for the staff training and schedule for the student refresher in August and January.	1/4/2016 semiannually
G2.MA1	The leadership team will monitor student performance on AIMSweb reading and MathLearning Checks assessments, RWAs (reading/writing assessments) and science Focus Calendar Assessments.	Conner, Brenda	9/1/2015	Students will make progress in their target area.	5/27/2016 quarterly
G2.B1.S1.MA1	Classroom observations will be conducted to determine if the teachers are utilizing the information from the professional development correctly or need assistance.	Conner, Brenda	8/17/2015	True North Logic will be used to collect observation notes.	5/20/2016 monthly
G2.B1.S1.MA1	The assistant principal along with the Kagan Lead Teachers will continue to provide coaching and modeling in the correct use of Kagan structures while the academic coaches will provide coaching and modeling in the correct use of English Language Arts strategies and STEM strategies in classroom instruction.	Conner, Brenda	8/17/2015	By the end of the first semester, 70% of the teachers will be utilizing the new strategies effectively.	5/27/2016 monthly
G2.B2.S1.MA1	Classroom observation several times per year with feedback provided to the teachers	Conner, Brenda	9/1/2015	Observations will be recorded during the first 3 nine week periods in TrueNorthLogic. in which feedback to the teacher will be recorded.	4/1/2016 quarterly
G2.B2.S1.MA1	Classroom observations by administration to monitor the implementation of the newly learned Kagan structures.	McPhee, Monica	9/1/2015	Observations completed in TrueNorthLogic	10/30/2015 monthly
G2.B2.S1.MA3	Observe the Kagan Lead Teachers at least once as they model to insure they are accurately modeling the Kagan structures.	McPhee, Monica	9/1/2015	Feedback notes provided to each Kagan Lead Teachers following the observation.	10/30/2015 one-time
G2.B3.S1.MA1	Classroom observations will be conducted to determine if the staff members are utilizing the materials and equipment appropriately or need assistance in order to enhance student learning	Davis, Chris	9/21/2015	Fidelity checks will show 80% are utilizing programs correctly.	10/30/2015 biweekly
G2.B3.S1.MA1	We will provide training to paraprofessional and/or teachers on the use of materials and equipment.	McPhee, Monica	7/1/2015	Our school calendar will identify when the trainings took place.	9/30/2015 one-time

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 increase consistent implementation of PBS (Positive Behavior System), then our discipline referrals will decrease, thus increasing student time on task.

G1.B1 Several new staff members may create inconsistent implementation of the PBS program by all staff members.

G1.B1.S1 Provide staff development on PBS during preschool trainings.

PD Opportunity 1

Provide staff development on PBS during preschool trainings and PBS refresher for the students during the first 10 days of school and the first day we return to school after winter break.

Facilitator

Terri Darnell

Participants

All staff and students

Schedule

Semiannually, from 8/10/2015 to 1/4/2016

G2. If we continue to increase student engagement, comprehension of rigorous text, ability to utilize higher level thinking, and ability to demonstrate understanding, then student achievement will increase.

G2.B1 Lack of rigor in instruction that requires students to consistently utilize higher level thinking in all subjects and able to explain or put their thought process into writing.

G2.B1.S1 Professional development for teachers and staff to increase the use Kagan Structures, (Day 3 training) STEM (science, technology, engineering and math) and writing.

PD Opportunity 1

Professional development and materials will be provided on Kagan Structures, use of STEM, and English Language Arts.

Facilitator

Kagan Consultant, Professional Development Specialist, Math Coach, Principal, Assistant Principal, STEM lead teachers.

Participants

All teachers

Schedule

Monthly, from 8/3/2015 to 5/27/2016

G2.B2 Only partial completion of Kagan Cooperative Learning implementation

G2.B2.S1 Provide Kagan Day 3 training and modeling by Kagan Lead Teachers

PD Opportunity 1

Provide Day 3 of Kagan training and send the assistant principal and one teacher from each grade level to Kagan Summer Academy in order to be trained as a Kagan Lead Teacher.

Facilitator

Kagan Consultants

Participants

teachers

Schedule

On 8/3/2015

PD Opportunity 2

Utilize our in-house substitute to provide time for the Kagan Lead Teachers to model in the classrooms of the other teachers in their grade levels.

Facilitator

Monica McPhee

Participants

classroom teachers

Schedule

On 10/30/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Provide staff development on PBS during preschool trainings and PBS refresher for the students during the first 10 days of school and the first day we return to school after winter break.				\$0.00
2	G2.B1.S1.A1	Professional development and materials will be provided on Kagan Structures, use of STEM, and English Language Arts.				\$12,930.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0091 - Belleview Elementary School	Title I Part A		\$10,915.00
<i>Notes: Subscription to Kid Biz for intervention and enrichment reading time.</i>						
			0091 - Belleview Elementary School	Title I Part A		\$2,015.00
<i>Notes: Substitutes for staff training and collaborative planning</i>						
3	G2.B2.S1.A1	Provide Day 3 of Kagan training and send the assistant principal and one teacher from each grade level to Kagan Summer Academy in order to be trained as a Kagan Lead Teacher.				\$11,842.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0091 - Belleview Elementary School			\$5,100.00
<i>Notes: Kagan Summer Training for Kagan Lead Teachers</i>						
			0091 - Belleview Elementary School	Title I Part A		\$6,742.00
<i>Notes: Kagan Day 3 training to include consultant fee and stipends for teachers.</i>						
4	G2.B2.S1.A2	Utilize our in-house substitute to provide time for the Kagan Lead Teachers to model in the classrooms of the other teachers in their grade levels.				\$0.00
5	G2.B3.S1.A1	Determine where additional paraprofessionals and materials or equipment are needed.				\$149,776.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0091 - Belleview Elementary School			\$5,499.00
<i>Notes: Supplemental materials and equipment to support instruction.</i>						
			0091 - Belleview Elementary School	Title I Part A		\$144,277.00

Budget Data

Notes: Salaries for paraprofessionals.

Total: \$174,548.00