Bell Elementary School

2017-18 School Improvement Plan

Bell Elementary School

2771 E BELL AVE, Bell, FL 32619

http://gilchristschools.schoolfusion.us/

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Elementary School PK-5	Yes	96%

Primary Service Type (per MSID File)	**Charter School**	**2016-17 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	11%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	B*	B

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Bell Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Wayne Green](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

To make all students' dreams come true by giving them the tools they need to be successful in the 21st Century. At BES, we believe that all students can learn. Safety and student learning are the two most important elements of a school. In addition, we believe that parents, students, and teachers must work together as partners in order to ensure student success.

b. Provide the school's vision statement

Patience, truth, trust, kindness, forgiveness, dedication: LOVE works at Bell Elementary School!

2. School Environment

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

The faculty at BES build relationships with students by creating safe and inviting classrooms. During the first day / week of school teachers use many activities to learn about their students. BARK expectations and procedures are taught and reviewed during the first two weeks of school. During holidays and thematic units teachers focus on many different cultures to share with their students. Teachers build relationships with students and families by participating in parent conferences, open house, Families Building Better Learners, Accelerated Reader nights and other activities throughout the school year.

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

Students are supervised before school through supervision in the front office, cafeteria, and main buildings hallways. Safety patrol students are stationed throughout the school in the morning to assist in supervision of the students. Once the school day officially begins the gates are locked. The outer perimeter breezeway doors are locked to maintain a safe campus for the students. After school students are supervised by the after school program and sponsors of the many extra curricular activities that occur after school.
Bell Elementary School also prepares students by conducting safety drills (fire alarm, code red, and bad weather) throughout the school year.
Bell Elementary School participates in a check in and out system for all visitors coming on campus before and during school.
Students are paired to go on errands (i.e. Clinic, office, library, etc.)

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Bell Elementary School is a PBS (Positive Behavior Support) School - Silver Status. The PBS team consists of 1 grade level teacher per grade level, guidance counselor, and an administrator. The team meets monthly to review the data from discipline referrals, reward system, and plan special activities for students during Early Release days. Bell Elementary School posts BARK expectations throughout the campus for various areas of the school (assemblies, cafeteria, wheel, hallways, and etc.). Faculty

and staff teach these expectations at the beginning of the year and review in January after the break. Students receive caught-yas for appropriate behavior in the classroom.

Students can also receive principal tickets for displaying appropriate behavior in the hallways and lunchroom. School staff monitor the hallways in the morning for students practicing math facts or reading. School staff also monitor the lunchroom during breakfast and lunch for students exhibiting appropriate behavior.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Students receive counseling through the school guidance counselors. During a tragedy counseling services are also provided to students by Hospice, Meridian, and Crisis Prevention counselors.
Some students may receive peer mentors to help them become successful and assimilate into the school (ESOL, ESE, etc.).
The Gilchrist County School Resource Officer teaches D.A.R.E.(Drug Abuse Resistance Education) lessons to 5th graders and answers questions pertinent to student concerns.

3. Early Warning Systems

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

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

The BES early warning system will observe and capture students who are going "off-track" through our bi-weekly Response To Intervention (RTI-MTSS) meetings. In these meetings, these lists will be maintained as discipline data (provided by the assistant principal) is examined for those students who have one or more suspensions, and as attendance data is shared from guidance. All classroom teachers share information about students who have course failures in English Language Arts or Mathematics. In addition, performance data from previous years standardized assessments will be reviewed and Level 1 students in grades 4 - 5 and students in grades K-3 that have a substantial reading deficiency will be added to the "off-track" lists. Finally, at these meetings, monitoring of the "off-track" student list will be an ongoing component and a determination of whether this list is decreasing or increasing will occur. Data-based problem solving can occur if the intervention supports are showing to be ineffective.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	17	19	11	14	11	12	0	0	0	0	0	0	0	84
One or more suspensions	2	2	0	1	2	0	0	0	0	0	0	0	0	7
Course failure in ELA or Math	7	10	6	13	3	6	0	0	0	0	0	0	0	45
Level 1 on statewide assessment	10	17	24	18	9	13	0	0	0	0	0	0	0	91

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	7	6	6	4	4	0	0	0	0	0	0	0	29

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

Involving parents is a first step with any of these early warning signs. Our RTI teams, guidance counselors and individual teachers contact parents regarding attendance and academic work to foster school-to-parent partnerships. Our PBS program provides avenues for our teachers to influence behaviors in a positive way, as well as to teach needed behavioral skills and expectations. The RTI teams discuss other interventions that can affect students academically, such as providing extra time or remediation in the classroom

B. Family and Community Engagement

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

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

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

2. Description

Bell Elementary School will inform 100% of parents of important school activities. The principal makes weekly Connect Ed phone messages home. Each grade level provides a weekly newsletter or Remind APP to inform parents of weekly learning and special upcoming activities. Parents are encouraged to attend Families Building Better Learners Night held twice a year. Parent Teacher Conference night is held every year in October. The school produces a monthly newsletter to share information with all parents of important upcoming activities and amazing happenings with grade levels. The PTO encourages parents to be involved and provides activities throughout the year.

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

Local businesses support Bell Elementary School through monetary contributions and other products throughout the school year. Partnerships with the local community helps provide services to parents through Families Building Better Learners, Fall Festival, Career Day, Grandparents Day, and PBS celebrations.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Mathe, Suzanne	Principal
Hartsfield, Nell	Assistant Principal

b. Duties

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

The principal and assistant principal will ensure that decision making is data-based, monitor the implementation of the MTSS/RTI by the school based team, assess MTSS/RTI skills of school staff, ensure implementation of intervention support and documentation, provide adequate professional development to support MTSS/RTI implementation.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS/RTI Team is an extension of the Leadership Team and is integrated to provide support through the process of problem solving. As issues and concerns arise, the team reviews baseline data in order to make informed decisions with the goal of impacting student achievement, literacy, and the emotional well being of students. Students in need are identified and early intervention strategies are initiated to prevent student failure and ensure student success. This team consist of administrators, reading coach, guidance counselors, and classroom teachers. MTSS/RTI meetings are scheduled bi-weekly to meet the purposes of solving problems, sharing best practices, and to review data.

Title I, Part A:
Students benefit from the reduced class size, supplemental equipment/supplies/software, and professional development provided through Title I, Part A. In addition, Title I, Part A supports parental involvement activities for families at this school.
Title 1 Part A will collaborate with Title IV (21st CCLC) in providing expanded academic enrichment opportunities for children attending high poverty schools, including services in areas such as math, reading, and science, as well as enrichment in the areas of music, art, technology and wellness. In addition Title 1, Part A will collaborate with the 21st CCLC after school program in the expansion of Parental Involvement activities.
Title I, Part C Migrant:
Students benefit from the coordination of services with the Title I, Part C Migrant Programs. The LEA's Title I Director and curriculum directors collaborate and coordinate with the Alachua Multi-County Migrant Program in order to ensure that migrant students in each school receive services on the same basis as other children who are not highly mobile.
Title II:
Integration of services under Title II Part A provides students with the benefit of reduced class size, reading coaches, supplemental test prep materials, instructional technology, and enhanced instruction due to increased Professional Development opportunities for teachers. Our school collaborates with Title II to provide ongoing in-service and professional development / training to assist teachers and paraprofessional in core academic subject areas such as reading, writing, math, or science in meeting the requirements needed to become highly qualified or maintain highly qualified status.
Title III:
Funding is not provided under Title III in our small and rural school. However, students are benefited

from the availability of a curriculum director that coordinates services for ESOL students. This ensures that materials are available in alternate languages, services meet the needs of ESOL/ELL/ LEP students and families, and that these students are able to achieve on the same level as their English speaking peers.

Title VI Rural and Low Income Schools funding supports additional professional development supported by student performance data. This supplemental training enhances the effectiveness of teachers and supports instructional improvements.

Title X, Homeless:

Integration and coordination of services provided to students under Title X ensures that homeless students receive services on the same basis as other children. Although our school does not normally receive funding under Title X, Title I Part A funds are available this year to improve identification of children and unaccompanied youth living in homelessness. In addition, each year a portion of Title I, Part A funds are set-aside to provide services to homeless students in all school.

Violence Prevention Program:

Services under Title IV, Part A Safe and Drug Free Schools include the availability of a school resource officer (SRO). This promotes an environment conducive to learning. The School Resource Officer teaches 5th grade students DARE (Drug Abuse Resistance Education) lessons.

Nutrition Programs:

School staff and students participates in the District County Wellness Plan. The school has two pieces of exercise equipment for staff use. All students are eligible to receive free breakfast and lunch at Bell Elementary School.

Head Start:

Contracts with applicable agencies provides students with Head Start programs on school campus, as well as voluntary pre-kindergarten programs. Collaboration with and support from United Way allows targeted families to receive scholarships that ensure that students receive a full day of pre-kindergarten services, as well as parent workshops and home visits.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Sandra Carawan	Teacher
Suzanne Mathe	Principal
Dawn Dennis	Teacher
William Carawan	Teacher
Oswin Lewis	Parent
Todd Gray	Business/Community
Elizabeth Sanders	Parent
Jessica Alderman	Teacher
Lana Hastings	Teacher
June Hutto	Teacher
Cindy Kight	Teacher
Shelly Hendrix	Education Support Employee
Penny Prescott	Parent
Shasta Cannon	Parent
Robert Leffler	Business/Community
James Class	Business/Community
Michael Faught	Parent
Robert Beach	Parent
Kandra Hancock	Parent
Myrna Aguilar	Parent
Enrique Aguilar	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC team reviewed data from last year's plan to find strengths and weakness. Some of the goals from last year were not met.

b. Development of this school improvement plan

The SAC team conducted several meetings to review data and develop this school improvement plan. Previous data and current resources were examined to find weaknesses and strengths at Bell Elementary School.

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

N/A

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

N/A

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
Kight, Cindy	Instructional Coach
Sanders, Erin	Teacher, K-12
Spears, Brittany	Teacher, K-12
Thomas, Carrie	Teacher, K-12
Wright, Jessica	Teacher, K-12
Ryan, Victoria	Teacher, K-12
Railey, Joy	Teacher, K-12

b. Duties

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

Literacy Team Members" duties are to participate in and provide English Language Arts (ELA) Professional Development (PD) for grade level teams, to promote literacy initiatives within grade level teams, and provide support to team members in using data to drive literacy instruction.
The Literacy Team promotes literacy within the school and community through activities such as: Accelerated Reader (AR), Families Building Better Learners (FBBL), focus on MTSS/RTI differentiated instruction for immediate intensive intervention supported by I-Ready, and Reading minutes built into the master schedule.

D. Public and Collaborative Teaching

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

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

Grade level teachers have common planning time to assist with planning, curriculum mapping, learning goals and performance scales, review of grade level data and review of the Florida Standards. Grade level teams work together in lesson plan development to focus on student achievement.

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

Research has demonstrated that teachers are one of the most important factors contributing to student performance. In order to recruit and retain the most highly qualified, highest quality teachers to high need academic areas and to our school, we commit ourselves to implementing strategies that provide real opportunities for career advancement for teachers, professional growth opportunities, and competitive compensation. We work hard to ensure that these strategies are comprehensive, research-based, and annually evaluated for effectiveness. Specific strategies utilized to meet this need include:

*further reduction of class size
*employing reading coaches to support teachers
*targeted professional development for teachers, administration, and support staff in identified areas of need (including those content areas and subgroups that have historically not met Annual Measurable Objectives) including in-house and consultative services
*planning time
*assistance and financial support for teachers to become highly qualified
*district experts to address highly qualified and certification issues
*focused development of School Improvement Plan to include strategies to recruit and retain highly qualified teachers
*Individual Professional Development Plans (IPDP's)
*performance-based pay
*mentors for new teachers
*regular grade level and cross grade level meetings for increased support among teachers (Professional Learning Communities)
*Open Door policy
*new employee orientation
*positive and respectful school climate
*teacher involvement in decision-making (policies, procedures) through membership in committees and advisory groups and survey feedback
*recruiting through media such as local newspapers, district website, TeachinFlorida.org, and other resources
*attending job fairs and teacher recruitment workshops
*continuous collaboration with Human Resources department to facilitate the recruitment of highly qualified, highly effective, in-field teachers
*student - teacher interns with local universities and colleges

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

Bell Elementary School participates in the District Mentoring Portfolio Program. The program pairs new teachers with highly effective grade level teachers. The highly effective grade level teacher will provide encouragement and discuss the monthly discussion topics during planned meetings throughout the school year. Each month has specific topics to address including: preplanning activities, special activities, report cards / grades, standardized testing, and post-planning activities.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

During a textbook adoption, teachers review all textbook samples to look for strengths and weakness with each curriculum series. Textbook adoptions focus on the teaching and assessment of the Florida Standards. Teachers work during planned workdays to plan curriculum maps, learning goals, and performance scales to ensure they are aligned with the Florida State Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented

to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers and administrators work together to review data to ensure the successfulness of all students. Administrators use iObservation to help to ensure all teachers are providing differentiated instruction to meet the needs of all students in the classroom. ELL students may receive extra support through technology and the ESOL support staff. Students participate in Progress Monitoring assessments during the year to monitor progress and find strengths and weaknesses of all students. Teachers use IReady, IReady Growth Monitoring, and IReady Standards Mastery to focus on specific skills that students are weak on for differentiated instruction. Some examples of instruction being modified or supplemented are: reading of math and science items, allowing students frequent breaks, and shorten assignments.

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

Strategy: After School Program

Minutes added to school year: 180

Students are grouped by grade level and paired with a grade level teacher to help students understand and complete homework. Students rotate between project teachers to receive enrichment activities not available during the regular school day. Struggling students receive tutoring in a small group setting.

Strategy Rationale

To give students success and understanding with homework. Tutoring intervention to help struggling students catch up with peers. Enrichment activities to broaden students knowledge and experiences.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Cannon, Thomas, cannont@mygcsd.org

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

Pre-, Mid-, and post test data; grades and state assessment scores will be used to monitor effectiveness.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

In preparation for a smooth transition to local elementary school programs, students are exposed to the Pre-Kindergarten and Kindergarten environments by visiting classes. Registration information is sent home to parents, announced in the newsletter, and placed on the marquee. Parents are given the opportunity to learn about the Pre-Kindergarten and Kindergarten curriculum by attending a

transitional Orientation prior to the start of the new school year. The reading coach uses the Kindergarten Readiness assessment to assess student readiness and mastery of skills. Pre-Kindergarten teachers use the DIAL R assessment. Utilizing age appropriate curriculum and strategies / OWL curriculum. Bell Elementary School participates in School Readiness Coalition planning and identifies students' eligibility for Title I, Migrant services, ESOL, and ESE services.

The Voluntary Pre-Kindergarten Program is federally funded.

In preparation for a smooth transition from elementary school to middle school, students participate in a rotation schedule to assist in learning to organize themselves while switching classes. At the end of the school year, students visit the middle school for an orientation, visit the 6th grade classrooms, hear expectations and changes from elementary school and experience lunch choices.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

G1. 100% of the students in Kindergarten through 5th grade at Bell Elementary School will track their progress on the Florida ELA and Math Standards

G2. 90% of the students in the 3rd, 4th, and 5th grade ELA classes at Bell Elementary School will score at a level 3 or higher on the 2017-2018 FSA ELA Assessment

G3. 90% of the students in the 3rd, 4th, and 5th grade Math classes at Bell Elementary School will score at a level 3 or higher on the 2017-2018 FSA Math Assessment.

G4. 90% of the students in the 5th grade Science classes at Bell Elementary School will score at a level 3 or higher on the 2017-2018 FCAT Science Assessment

G5. 90% of the students in the 4th and 5th grade ELA & Math classes at Bell Elementary School will make a learning gain on the 2017-2018 FSA ELA & Math Assessment

Strategic Goals Detail

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

G1. 100% of the students in Kindergarten through 5th grade at Bell Elementary School will track their progress on the Florida ELA and Math Standards 1a

🔍 G093745

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	90.0
FSA Mathematics Achievement	90.0
Statewide Science Assessment Achievement	90.0

Targeted Barriers to Achieving the Goal 3

- Students need time in class to take an active role in their learning by tracking their progress with the Florida Standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Think Central

- Go Math

- IReady Lessons, Growth Monitoring, and Standards Mastery

- 90 Minute Reading Block

- Learning Goals

- Curriculum Maps

- Student Tracking

- Formative Assessments

- Canvas

- Technology

Plan to Monitor Progress Toward G1. 8

iObservations, learning goals and scales, student tracking documents

Person Responsible
Suzanne Mathe

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

Evidence of Completion
Student tracking documents, Grades, FSA Assessments, SAT Assessments, Progress Monitoring Assessments

G2. 90% of the students in the 3rd, 4th, and 5th grade ELA classes at Bell Elementary School will score at a level 3 or higher on the 2017-2018 FSA ELA Assessment 1a

🔍 G093103

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	90.0

Targeted Barriers to Achieving the Goal 3

- Students need more time and resources to process and apply Florida Standards.

- Bridging the gap of low performing students

Resources Available to Help Reduce or Eliminate the Barriers 2

- Accelerated Reading

- Early Literacy

- Think Central

- Learning.com

- Kaleidoscope

- Journeys Toolkit

- CARD

- MDTP

- TeachTown

- Odyssey Computer Program (Compass)

- McGraw-Hill

- iReady Lessons, Growth Monitoring and Standards Mastery

- Great Leaps

- 90 Minute Reading Block

- Student Tracking

- Canvas

- Technology

- Writing Plan

- STAR Reading

- Formative Assessments

- Florida Student Achieves

- Student Engagement

Plan to Monitor Progress Toward G2. `8`

Reports from the various programs will be reviewed

Person Responsible
Suzanne Mathe

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

Evidence of Completion
FSA Assessments, SAT 10 Assessments, Grades, Progress Monitoring Assessments

G3. 90% of the students in the 3rd, 4th, and 5th grade Math classes at Bell Elementary School will score at a level 3 or higher on the 2017-2018 FSA Math Assessment. `1a`

🔍 G093104

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	90.0

Targeted Barriers to Achieving the Goal `3`

- Students need more time and resources to process Florida Standards

- Bridging the gap of low performing students.

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

- Florida Student Achieves

- Challenge Resources provided by textbook curriculum

- Accelerated Math Programs

- Odyssey Computer instruction (Compass)

- Learning.com

- Think Central

- Performance Matters

- iReady Lessons, Growth Monitoring and Standards Mastery

- Great Leaps

- Student Tracking

- Canvas

- Technology

- STAR Math

- Formative Assessments

- Student Engagement

Plan to Monitor Progress Toward G3. `8`

student test scores

Person Responsible
Suzanne Mathe

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

Evidence of Completion
Marzano Tracking, Progress Monitoring Assessments, Grades

G4. 90% of the students in the 5th grade Science classes at Bell Elementary School will score at a level 3 or higher on the 2017-2018 FCAT Science Assessment 1a

🔍 G093105

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	90.0

Targeted Barriers to Achieving the Goal 3

- Time to increase student's science knowledge and ability to apply the science skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- Dr. Chew professional development
- Weekly hands on activities
- Think Central
- Science Projects
- 5th Grade Coach Books
- 5th Grade Science based field trip
- UF IFAS / 4-H Community based science programs
- Student Tracking
- D.A.R.E. (Drug Abuse Resistance Education) Lessons
- Science block all grade levels
- Science Day
- Curriculum Mapping by 5th Grade Science Teacher

Plan to Monitor Progress Toward G4. 8

Lesson Plans

Person Responsible
Suzanne Mathe

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

Evidence of Completion
Progress Monitoring Tests, Grades

G5. 90% of the students in the 4th and 5th grade ELA & Math classes at Bell Elementary School will make a learning gain on the 2017-2018 FSA ELA & Math Assessment 1a

🔑 G093106

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	90.0
Math Gains	90.0

Targeted Barriers to Achieving the Goal 3

- Students meeting the requirements to earn a learning gain (Increase in subgroup of levels 1 or 2; increase in scale scores for level 3 or 4; maintain a level 5)

Resources Available to Help Reduce or Eliminate the Barriers 2

- Florida student achieves

- Literature Circles

- Challenge Resources provided by textbook curriculum

- CIS Instruction

- Accelerated Reader and Math programs

- Odyssey Computer instruction (Compass)

- Learning.com

- Think Central

- Performance Matters

- Kaleidoscope

- Journeys Toolkit

- TeachTown

- iReady Lessons, Growth Monitoring, and Standards Mastery

- Great Leaps

- Student Tracking

- Differentiated Instruction

- Student Engagement

Plan to Monitor Progress Toward G5. `8`

Classroom Walk-throughs

Person Responsible
Suzanne Mathe

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

Evidence of Completion
FSA Assessment, SAT 10 Assessment, Progress Monitoring Tests, Grades

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. 100% of the students in Kindergarten through 5th grade at Bell Elementary School will track their progress on the Florida ELA and Math Standards 1

🔑 G093745

G1.B1 Students need time in class to take an active role in their learning by tracking their progress with the Florida Standards 2

🔑 B251588

G1.B1.S1 Discuss learning goals and scales with students 4

🔑 S265350

Strategy Rationale

Students like to be informed and participate in their learning

Action Step 1 5

Students will be provided tracking documents for all standards

Person Responsible

Suzanne Mathe

Schedule

Every 2 Months, from 7/24/2017 to 5/25/2018

Evidence of Completion

Grades, FSA Assessments, SAT Assessments, iReady Growth Monitoring & Standards Mastery

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

Administrators will conduct classroom walkthroughs and iObservations to monitor student tracking

Person Responsible

Suzanne Mathe

Schedule

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

Evidence of Completion

iObservations

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

Administrators conduct classroom walkthroughs and iObservations

Person Responsible

Suzanne Mathe

Schedule

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

Evidence of Completion

Grades, FSA Assessments, SAT Assessments

G2. 90% of the students in the 3rd, 4th, and 5th grade ELA classes at Bell Elementary School will score at a level 3 or higher on the 2017-2018 FSA ELA Assessment [1]

🔑 G093103

G2.B1 Students need more time and resources to process and apply Florida Standards. [2]

🔑 B249740

G2.B1.S1 Use MTSS time to provide extra differentiated instruction [4]

🔑 S263270

Strategy Rationale

Students need instruction and practice with skills that they are weak in,

Action Step 1 [5]

Students will be provided extra instruction during MTSS/RTI time.

Person Responsible

Suzanne Mathe

Schedule

Monthly, from 7/24/2017 to 5/25/2018

Evidence of Completion

Progress Monitoring, FSA Assessments, SAT 10 Assessments, Grades, IReady Growth Monitoring

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

MTSS/RTI biweekly meetings with principal and guidance counselor

Person Responsible

Suzanne Mathe

Schedule

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

Evidence of Completion

Progress Monitoring Assessment, FSA Assessment, SAT 10 Assessments, Grades, IReady Growth Monitoring

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

Biweekly MTSS/RTI meetings with the principal and guidance counselor

Person Responsible

Suzanne Mathe

Schedule

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

Evidence of Completion

FSA Assessment, SAT 10 Assessment

G2.B2 Bridging the gap of low performing students 2

🔑 B252930

G2.B2.S1 Provide teachers in grades 3-5 with laptops and teachers in K-2 will be scheduled for computer labs 4

🔑 S266930

Strategy Rationale

Allow students individualized instruction time

Action Step 1 5

Teachers will monitor students individualized instruction

Person Responsible

Suzanne Mathe

Schedule

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

Evidence of Completion

iReady reports

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

iReady data reviews with adminstrators

Person Responsible

Suzanne Mathe

Schedule

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

Evidence of Completion

iReady reports

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

Monitor students' grades and standards mastery

Person Responsible

Suzanne Mathe

Schedule

Every 6 Weeks, from 8/10/2017 to 5/25/2018

Evidence of Completion

iReady reports and grades

G3. 90% of the students in the 3rd, 4th, and 5th grade Math classes at Bell Elementary School will score at a level 3 or higher on the 2017-2018 FSA Math Assessment. 1

G093104

G3.B1 Students need more time and resources to process Florida Standards 2

B249741

G3.B1.S1 Use enrichment materials from the curriculum to challenge students 4

S263271

Strategy Rationale

Enrichment materials will help challenge high performing students

Action Step 1 5

Teachers will provide enrichment materials to high performing students

Person Responsible

Suzanne Mathe

Schedule

Monthly, from 7/24/2017 to 5/25/2018

Evidence of Completion

Lesson plans, students' grades and FSA Math Assessments, SAT 10 Assessments

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

Differentiated instruction in lesson plans

Person Responsible

Nell Hartsfield

Schedule

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

Evidence of Completion

lesson plans

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

Classroom walkthroughs and test scores

Person Responsible

Suzanne Mathe

Schedule

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

Evidence of Completion

iObservations, test scores, and grades

G3.B2 Bridging the gap of low performing students. `2`

🔍 B249742

G3.B2.S1 Scheduling each K-2nd grade teacher computer lab time Providing class sets of laptops to 3rd - 5th grade classrooms `4`

🔍 S263272

Strategy Rationale

Allow students more individualized instruction time on the computer

Action Step 1 `5`

The assistant principal will review the data to create a list of target students

Person Responsible

Nell Hartsfield

Schedule

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

Evidence of Completion

Computer reports

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Computer reports and attendance logs

> **Person Responsible**
>
> Nell Hartsfield
>
> **Schedule**
>
> Monthly, from 8/10/2017 to 5/25/2018
>
> ***Evidence of Completion***
>
> Progress Monitoring Assessments, Marzano tracking, Computer reports

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Computer reports

> **Person Responsible**
>
> Nell Hartsfield
>
> **Schedule**
>
> Monthly, from 8/10/2017 to 5/25/2018
>
> ***Evidence of Completion***
>
> Progress Monitoring tests, classroom grades

G4. 90% of the students in the 5th grade Science classes at Bell Elementary School will score at a level 3 or higher on the 2017-2018 FCAT Science Assessment 1

🔑 G093105

G4.B1 Time to increase student's science knowledge and ability to apply the science skills 2

🔑 B249743

G4.B1.S1 3rd, 4th, and 5th grade students will rotate to have knowledgeable science teacher to build background knowledge. 4

🔑 S263273

Strategy Rationale

Allow students opportunity to learn from a knowledgeable teacher

Action Step 1 5

Lesson plans will reflect hands on activities to increase science knowledge

Person Responsible

Suzanne Mathe

Schedule

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

Evidence of Completion

FCAT Science Test and Progress Monitoring Tests

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

Lesson Plans and classroom walk-through

Person Responsible

Nell Hartsfield

Schedule

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

Evidence of Completion

student grades and iObservation

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

Lesson Plans and classroom walk-through

Person Responsible

Nell Hartsfield

Schedule

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

Evidence of Completion

Progress Monitoring Assessments and FCAT Science

G5. 90% of the students in the 4th and 5th grade ELA & Math classes at Bell Elementary School will make a learning gain on the 2017-2018 FSA ELA & Math Assessment `1`

🔑 G093106

G5.B1 Students meeting the requirements to earn a learning gain (Increase in subgroup of levels 1 or 2; increase in scale scores for level 3 or 4; maintain a level 5) `2`

🔑 B249744

G5.B1.S1 Curriculum planning days `4`

🔑 S263274

Strategy Rationale

Time for teachers to fully understand the standards, test item specifications, performance goals and learning targets

Action Step 1 `5`

Teachers will receive planning days to continue review of the item specifications, curriculum and resources, with a focus on goals, learning targets, and student tracking

Person Responsible

Suzanne Mathe

Schedule

Every 2 Months, from 7/24/2017 to 5/25/2018

Evidence of Completion

Student test scores

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

Florida Standards will be reflected on grade level lesson plans

Person Responsible

Suzanne Mathe

Schedule

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

Evidence of Completion

ELA & Math FSA Assessments, SAT 10 Assessment, Classroom Walk-throughs

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

Lesson Plans

Person Responsible

Suzanne Mathe

Schedule

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

Evidence of Completion

FSA Assessments and SAT 10 Assessments

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1 🔍 M374612	iObservations, learning goals and scales, student tracking documents	Mathe, Suzanne	8/10/2017	Student tracking documents, Grades, FSA Assessments, SAT Assessments, Progress Monitoring Assessments	5/25/2018 monthly
G2.MA1 🔍 M369894	Reports from the various programs will be reviewed	Mathe, Suzanne	8/10/2017	FSA Assessments, SAT 10 Assessments, Grades, Progress Monitoring Assessments	5/25/2018 monthly
G3.MA1 🔍 M369899	student test scores	Mathe, Suzanne	8/10/2017	Marzano Tracking, Progress Monitoring Assessments, Grades	5/25/2018 monthly
G4.MA1 🔍 M369902	Lesson Plans	Mathe, Suzanne	8/10/2017	Progress Monitoring Tests, Grades	5/25/2018 monthly
G5.MA1 🔍 M369905	Classroom Walk-throughs	Mathe, Suzanne	8/10/2017	FSA Assessment, SAT 10 Assessment, Progress Monitoring Tests, Grades	5/25/2018 monthly
G2.B1.S1.MA1 🔍 M369892	Biweekly MTSS/RTI meetings with the principal and guidance counselor	Mathe, Suzanne	8/10/2017	FSA Assessment, SAT 10 Assessment	5/25/2018 monthly
G2.B1.S1.MA1 🔍 M369893	MTSS/RTI biweekly meetings with principal and guidance counselor	Mathe, Suzanne	8/10/2017	Progress Monitoring Assessment, FSA Assessment, SAT 10 Assessments, Grades, IReady Growth Monitoring	5/25/2018 monthly
G2.B1.S1.A1 🔍 A347823	Students will be provided extra instruction during MTSS/RTI time.	Mathe, Suzanne	7/24/2017	Progress Monitoring, FSA Assessments, SAT 10 Assessments, Grades, IReady Growth Monitoring	5/25/2018 monthly
G3.B1.S1.MA1 🔍 M369895	Classroom walkthroughs and test scores	Mathe, Suzanne	8/10/2017	iObservations, test scores, and grades	5/25/2018 monthly
G3.B1.S1.MA1 🔍 M369896	Differentiated instruction in lesson plans	Hartsfield, Nell	8/10/2017	lesson plans	5/25/2018 monthly
G3.B1.S1.A1 🔍 A347824	Teachers will provide enrichment materials to high performing students	Mathe, Suzanne	7/24/2017	Lesson plans, students' grades and FSA Math Assessments, SAT 10 Assessments	5/25/2018 monthly
G3.B2.S1.MA1 🔍 M369897	Computer reports	Hartsfield, Nell	8/10/2017	Progress Monitoring tests, classroom grades	5/25/2018 monthly
G3.B2.S1.MA1 🔍 M369898	Computer reports and attendance logs	Hartsfield, Nell	8/10/2017	Progress Monitoring Assessments, Marzano tracking, Computer reports	5/25/2018 monthly
G3.B2.S1.A1 🔍 A347825	The assistant principal will review the data to create a list of target students	Hartsfield, Nell	8/10/2017	Computer reports	5/25/2018 monthly
G4.B1.S1.MA1 🔍 M369900	Lesson Plans and classroom walk-through	Hartsfield, Nell	8/10/2017	Progress Monitoring Assessments and FCAT Science	5/25/2018 monthly
G4.B1.S1.MA1 🔍 M369901	Lesson Plans and classroom walk-through	Hartsfield, Nell	8/10/2017	student grades and iObservation	5/25/2018 monthly
G4.B1.S1.A1 🔍 A347826	Lesson plans will reflect hands on activities to increase science knowledge	Mathe, Suzanne	8/10/2017	FCAT Science Test and Progress Monitoring Tests	5/25/2018 monthly
G5.B1.S1.MA1 🔍 M369903	Lesson Plans	Mathe, Suzanne	8/10/2017	FSA Assessments and SAT 10 Assessments	5/25/2018 monthly
G5.B1.S1.MA1 🔍 M369904	Florida Standards will be reflected on grade level lesson plans	Mathe, Suzanne	8/10/2017	ELA & Math FSA Assessments, SAT 10 Assessment, Classroom Walk-throughs	5/25/2018 monthly
G5.B1.S1.A1 🔍 A347827	Teachers will receive planning days to continue review of the item specifications, curriculum and...	Mathe, Suzanne	7/24/2017	Student test scores	5/25/2018 every-2-months

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1 🔍 M374614	Administrators conduct classroom walkthroughs and iObservations	Mathe, Suzanne	8/10/2017	Grades, FSA Assessments, SAT Assessments	5/25/2018 monthly
G1.B1.S1.MA1 🔍 M374613	Administrators will conduct classroom walkthroughs and iObservations to monitor student tracking	Mathe, Suzanne	8/10/2017	iObservations	5/25/2018 monthly
G1.B1.S1.A1 🔍 A351655	Students will be provided tracking documents for all standards	Mathe, Suzanne	7/24/2017	Grades, FSA Assessments, SAT Assessments, iReady Growth Monitoring & Standards Mastery	5/25/2018 every-2-months
G2.B2.S1.MA1 🔍 M378472	Monitor students' grades and standards mastery	Mathe, Suzanne	8/10/2017	iReady reports and grades	5/25/2018 every-6-weeks
G2.B2.S1.MA1 🔍 M378471	iReady data reviews with adminstrators	Mathe, Suzanne	8/10/2017	iReady reports	5/25/2018 monthly
G2.B2.S1.A1 🔍 A354681	Teachers will monitor students individualized instruction	Mathe, Suzanne	8/10/2017	iReady reports	5/25/2018 monthly

V. Professional Development Opportunities

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

G1. 100% of the students in Kindergarten through 5th grade at Bell Elementary School will track their progress on the Florida ELA and Math Standards

G1.B1 Students need time in class to take an active role in their learning by tracking their progress with the Florida Standards

G1.B1.S1 Discuss learning goals and scales with students

PD Opportunity 1

Students will be provided tracking documents for all standards

Facilitator

Darby Allen

Participants

All classroom teachers

Schedule

Every 2 Months, from 7/24/2017 to 5/25/2018

G2. 90% of the students in the 3rd, 4th, and 5th grade ELA classes at Bell Elementary School will score at a level 3 or higher on the 2017-2018 FSA ELA Assessment

G2.B1 Students need more time and resources to process and apply Florida Standards.

G2.B1.S1 Use MTSS time to provide extra differentiated instruction

PD Opportunity 1

Students will be provided extra instruction during MTSS/RTI time.

Facilitator

Darby Allen / Cindy Kight / Core Connections / NEFEC

Participants

ELA teachers

Schedule

Monthly, from 7/24/2017 to 5/25/2018

G2.B2 Bridging the gap of low performing students

G2.B2.S1 Provide teachers in grades 3-5 with laptops and teachers in K-2 will be scheduled for computer labs

PD Opportunity 1

Teachers will monitor students individualized instruction

Facilitator

iReady Representative

Participants

all classroom teachers

Schedule

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

G3. 90% of the students in the 3rd, 4th, and 5th grade Math classes at Bell Elementary School will score at a level 3 or higher on the 2017-2018 FSA Math Assessment.

G3.B1 Students need more time and resources to process Florida Standards

G3.B1.S1 Use enrichment materials from the curriculum to challenge students

PD Opportunity 1

Teachers will provide enrichment materials to high performing students

Facilitator

NEFEC / Darby Allen

Participants

all classroom teachers

Schedule

Monthly, from 7/24/2017 to 5/25/2018

G3.B2 Bridging the gap of low performing students.

G3.B2.S1 Scheduling each K-2nd grade teacher computer lab time Providing class sets of laptops to 3rd - 5th grade classrooms

PD Opportunity 1

The assistant principal will review the data to create a list of target students

Facilitator

iReady representative

Participants

classroom teachers, reading coach, administrators

Schedule

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

G5. 90% of the students in the 4th and 5th grade ELA & Math classes at Bell Elementary School will make a learning gain on the 2017-2018 FSA ELA & Math Assessment

G5.B1 Students meeting the requirements to earn a learning gain (Increase in subgroup of levels 1 or 2; increase in scale scores for level 3 or 4; maintain a level 5)

G5.B1.S1 Curriculum planning days

PD Opportunity 1

Teachers will receive planning days to continue review of the item specifications, curriculum and resources, with a focus on goals, learning targets, and student tracking

Facilitator

Suzanne Mathe / Darby Allen

Participants

Grade Level teachers

Schedule

Every 2 Months, from 7/24/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Students will be provided tracking documents for all standards	$0.00
2	G2.B1.S1.A1	Students will be provided extra instruction during MTSS/RTI time.	$0.00
3	G2.B2.S1.A1	Teachers will monitor students individualized instruction	$0.00
4	G3.B1.S1.A1	Teachers will provide enrichment materials to high performing students	$0.00
5	G3.B2.S1.A1	The assistant principal will review the data to create a list of target students	$0.00
6	G4.B1.S1.A1	Lesson plans will reflect hands on activities to increase science knowledge	$0.00
7	G5.B1.S1.A1	Teachers will receive planning days to continue review of the item specifications, curriculum and resources, with a focus on goals, learning targets, and student tracking	$0.00
		Total:	$0.00