

Gilchrist County School District

Bell High School



2017-18 School Improvement Plan

Bell High School

930 S MAIN ST, 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)
High School 6-12	No	81%
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	B	B	A*	A

**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>.

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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 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 High 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 serve all students who attend our school with diligence and to educate and build skills to be productive and successful members of our community.

b. Provide the school's vision statement

The vision of Bell Middle / High School is: "Student growth at BMS/BHS is the expectation."

2. School Environment

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

The teachers at BMS/BHS build important relationships with the students on our campus in many ways. Starting in the classrooms with our PBS behavioral support system as well as through a students academic programs, and carrying over into our athletics and extra-curricular activities, positive relationships is a central theme in our organization. Through efforts such as our annual open-house, family - school connections are established and partnerships are formed. They are maintained through regular communication made easy through our electronic student information system. Our teachers, coaches, advisors, and club sponsors invest in the lives of students in many ways, which crosses all cultural boundaries and allows lives to be impacted for the long term.

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

Safety of students is a priority before, during, and after school. Before school, supervision is provided 30 minutes before the start time of the academic learning day in the areas designated for middle and high school students. During school, the students are monitored by faculty and staff for safety. Students involved in activities after school are supervised by coaches and sponsors. Students not participating in organizations or activities after school are not permitted on campus. All students are respected by faculty and staff at all times. School wide and classroom expectations are taught at the beginning of the school year. The school board attorney discusses zero tolerance policies with all students. Cameras are located throughout campus and records activity twenty four hours per day.

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

BMS/BHS uses the School-Wide Positive Behavioral Support System (PBSS), which is a multi-tiered support system. This system employs evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures. Our PBS team has established an adopted set of area expectations that are posted around our campus, and teachers are able to review these expectations regularly. We have adopted a consequence sequence that employs research based practices such as parental involvement and teacher praise through use of our "Leading the Pack" postcards. On an individual level, PBS uses functional behavior assessments to understand the relationships between a student's behavior and characteristics of his or her environment.

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

Middle and high school MTSS(Multi Tiered Support System) identifies students with social-emotional needs and refers to guidance. Students are also encouraged to self advocate personal needs with guidance counselors or faculty. Guidance schedules Child Study Team meetings with parents, students, and teachers of students needing social-emotional support. Guidance provides counseling and support along with referral to outside agencies if needed.

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 BMS/BHS 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 is examined for those students who have one or more suspensions, and as attendance data is shared. Because all academic teachers participate in the RTI/MTSS meetings, students who have course failures in English Language Arts or Mathematics can be quickly identified. In addition, performance data from previous years standardized assessments will be reviewed and Level 1 students 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	0	0	0	0	0	0	6	8	11	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	1	1	1	0	0	0	0	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	7	29	11	0	0	0	0	47

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

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

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

Establishing partnerships and involving parents is a first step with any of these early warning signs. Our RTI teams 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. Students who are struggling academically have opportunities with support facilitators who are working in classrooms with highly qualified teachers. The RTI teams discuss other interventions that can

affect students academically, such as providing extra time or remediation and retakes on formative or summative assessments 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

The school year begins with an Open House where parents and students are encouraged to attend to receive schedules and meet the faculty and staff. Teachers use the Skyward internet system to record and track grades for parents to have continual access to student's academic progress at anytime. Progress reports are sent home at the mid quarter period and report cards are sent home quarterly for parents to stay informed of their child's progress. Parents are asked to participate in school surveys that focus on school involvement and improvement. The principal provides regular School Messenger phone calls home to inform families of upcoming activities and events. Many teachers use an electronic remind system for parents and students to assist with homework and upcoming class events. Also, teachers use the district web page "fusion" for students and parents to interact with daily and for homework activities/assignments, and new this year will be the online Canvas system for classrooms. Academies and extra curricular activities foster parent involvement while building the foundation for our students to become contributing citizens of our community. For the second year, we will use the official Bell High School Twitter feed to provide information and to positively promote the great things that are happening at our school.

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

The school builds and sustains partnerships with many local community businesses through the different academies at BHS. The Health Academy supports the school and student achievement through allowing the students the opportunity to provide support to the local nursing home. Guest speakers to the academies provide community awareness of career opportunities. Local businesses support many organizations and athletic groups through monetary contributions/donations. Organizations contribute to the community through community service projects. For ex. Criminal Justice has annual cemetery clean up. The schools agricultural program participates in a road side clean up each year. Another partnership that supports student achievement is with the Gilchrist County Character Council. This organizations mission is to improve family life, and they provide our school with character traits each month that we are able to focus on to strengthen our community. These are just a few of the kinds of activities that promote community partnerships, and foster partnerships that are mutually beneficial.

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
Lindsey, Sherry	Principal
Barry, Lisa	Assistant Principal
Downs, Jackie	Teacher, K-12
Verhaeren, Jennifer	Teacher, K-12
Douglas, Brent	Assistant Principal
Sites, Kathy	Teacher, K-12
Rowe, Lesa	Teacher, K-12
Barrow, Lee	Teacher, K-12
Cannon, Thomas	Teacher, K-12
Meinholz, Jon	Teacher, K-12
Welch, Karen	Teacher, K-12
Mehl, Annette	Teacher, K-12

b. Duties

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

During the 2008-2009 school year, middle school teams were trained in the MTSS model. High school teachers were trained in this same model during the 2009-2010 school year. The leadership team at the district and school level will continually present professional development on the MTSS model to increase student achievement. During the 2011-2012 and 2012-2013 school year, high school teachers continued to use the RtI/MTSS model. Concentration on Tier II intervention continued through the 2013-2014 school year. Continue the MTSS model with concentration on high school meetings and interventions for 2015-16. During the 2016-17 school year, the intervention concentration continued with special emphasis on attendance/truancy. The 2017-18 school year brings renewed emphasis for middle school MTSS remediation/enrichment opportunities.

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

Principal: Leadership function of implementing and using the RtI/MTSS model; leading the faculty in exploring professional development on MTSS as needed.
 General Education Teachers: Participating in Tier 1 instruction and intervention; collaboration with other Gen Ed teachers in a professional learning community to implement Tier 2 interventions along with data collection and fidelity checks on curriculum/instruction; progress monitoring of individual student data.
 Assistant Principals who will participate in the MTSS process with the team bi-monthly.
 Reading Coach/Teacher Support Colleague: Providing data and information concerning the K-12 Reading plan along with data analysis and support for interventions and strategies that will increase student achievement in all content areas.
 Student Services Personnel: Help provide possible resources and interventions that the school may

not have access to otherwise: When needed other staff may be invited to bring specific expertise to the table when interventions and strategies have not been successful. Folders on the server provide teachers, guidance and administration a system for tracking and monitoring student progress and concerns.

Title X Homeless Students: Guidance identifies homeless. As per the McKinney Vito Act there is a district coordinator and school-based site coordinator that identifies homeless students due to economic or environmental factors. Services are provided for homeless students such as the federal sponsored breakfast and lunch programs, supplemental activities such as graduation expenses, class trips and waivers for post secondary testing to break the cycle of homelessness.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Shelley Irvin	Business/Community
Kelly Pauling	Parent
Nancy Rowe	Business/Community
Jo Buckles	Business/Community
Bronna Sheffield	Parent
Becky Bass	Parent
Floyd Underhill	Business/Community
Kim Akins	Business/Community
Jared Thomas	Student

b. Duties

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

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

a. Evaluation of last year's school improvement plan

Parents and community members reviewed and made suggestions for revision of the school improvement plan.

b. Development of this school improvement plan

SAC members have been involved in determining goals and action plans to implement to sustain and improve student achievement.

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

Parents and community members are encouraged to make suggestions or requests that involves the budget.

Suggestions are implemented if money is available in the budget. Community members assist with recommendations for fundraising and partnering with businesses to supplement additional needs in extracurricular areas.

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

At this time funds have not been allocated for specific areas. The SIP will be used as a monitoring device to help us meet our goals.

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

No

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
Verhaeren, Jennifer	Teacher, K-12
Lyles, Linda	Teacher, K-12
Lundy, Marianne	Teacher, K-12
Wright, Evie	Teacher, K-12
Brewster, Sarah	Teacher, K-12
Johnson, Janet	Teacher, K-12
Barry, Lisa	Assistant Principal
Lindsey, Sherry	Principal
Hodge, Tonia	Teacher, K-12
Downs, Jackie	Teacher, K-12
Cannon, Thomas	Teacher, K-12

b. Duties

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

Our goal is for all students at Bell High School to be proficient in reading and have a positive VAM score. Bell High School will review and analyze data to develop plans with strategies to increase literacy achievement and organize school wide literacy events.

Reading instruction is embedded in all subject area classes. All teachers, content and elective areas, incorporate comprehension, vocabulary and metacognitive strategies within their instructional delivery practices, each day. All teachers will use a variety of text which includes district adopted text books, leveled texts, dense complex texts, and supplemental materials that address the new Florida Standards. All content area teachers, as well as elective teachers, will incorporate reading into subject areas with consideration to the following:

1. Explicit, guided and differentiated instruction in comprehension, vocabulary, and metacognitive strategies/learning through scientifically researched based instructional delivery methods with include but not limited to the following: CRISS strategies, FRI strategies, NGCAR-PR, and the Comprehension Instructional Sequence model. All teachers are supported in these different instructional delivery methods though monthly school based professional development meetings and PLCs, as well as Morning Meetings, district based professional development on early release days, colleague supported activities such as lesson studies, and individual support from the reading coach.
2. Teachers will use a variety of complex texts, in addition with their district adopted text book, to provide differentiated scaffold instruction to provide the opportunity for all students to learn through

independent reading tasks.

3. Administration, teachers and reading coach will work collaboratively to determine students' instructional reading levels, so appropriate texts will be chosen and used during instructional time to challenge all students without undo frustration.

4. Reading teachers will team with content area and elective teachers in their grade level to correlate lessons with the goal of providing all students with the opportunity to navigate through a variety of texts that contain different structures, purposes, levels of meaning, and complexity.

5. Lead team members from each content area and level will serve as part of a Lead Literacy Team. The Lead Literacy team will serve to help the administration to implement the Reading Plan as well as develop school wide literacy activities that will build a richly literate culture among students, teachers, and the community. This culture will help support the school's goal of 100% reading proficiency for its students.

6. All teachers are given the opportunity to become reading endorsed and will be reimbursed by the district once they have received their endorsement.

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

Sixth, Seventh, and Eighth grade teachers are provided with common planning times in order to be able to collaborate instruction. High School teachers use morning faculty meetings to collaborate instruction. This common planning time and morning faculty meetings also provide teachers with the opportunity to have Multi-Tier Support System (MTSS) meetings to discuss student concerns and needs. During the collaboration at these meetings teachers develop plans to be assured they are all providing the same services. Common planning time also provides time for these Professional Learning Communities (PLCs) to review curriculum maps, pacing guides, and Florida Standards to help increase student achievement. District wide subject area meetings are scheduled for a portion of teacher work days scheduled 4 times during the calendar year. Focus for the 2017-18 school year PLCs include; Core Connections in ELA, Strategies from Mr. Wilson for the Math PLC, Science Vertical Collaboration, Social Studies Vertical Collaboration with emphasis on standards, Writing in all areas, Reading/ELA PLCs focus on areas of need.

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

1

Offer professional development opportunities through NEFEC and other providers to support instructional staff

District office personnel,
Principal ongoing

2

Offer courses through St.Leo University and Florida Gateway College
District Office
personnel ongoing

3 Continue to build capacity in leadership opportunities
Principal and Lead Team
District Leadership Pool ongoing

4

Create a school culture of high expectations, rigor, relevance and relationships and celebrate successes
All school staff ongoing

Person Responsible: Sherry Lindsey

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

The district will continue the mentoring program for the 2017-18 school year. Mentor/Mentee teams will be based on teams and content expertise, along with administrator input. Mentors and mentees attended a meeting during preplanning to ensure that new teachers were acclimated to policies and procedures. They are provided a manual that provides checklists and outlines weekly/monthly duties/responsibilities. PLCs will be scheduled throughout the school year to review progress and assist with any needs.

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

Teacher created curriculum maps that align with standards. ELA/Reading/Math core instructional programs align with Florida Standards. Science and social studies core instructional programs align with New Generation Sunshine State Standards. All materials and resources are researched based and aligned to Florida's standards. Content area teachers are provided planning days to review standards, test item specifications, and course descriptions. Teachers work as a team to generate curriculum maps with resources, technology and materials embedded for instructional use. Weekly lesson plans are developed by individual teachers from the curriculum maps. Teachers will continue to focus on content area learning goals and scales, that explicitly break down the standards to provide a framework for true standards based instruction. Developed with these learning goals are scales, for students and teachers to use to track progress towards achieving mastery of the learning goals.

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

State assessments results are reviewed and analyzed to determine promotion-retention, intensive remediation, and supplemental support. Students scoring a level 1 in reading are given the TOWRE assessment. Students not showing mastery are scheduled into reading remediation classes. Support facilitation is provided to students in their ELA, math, and some science classes. Teachers are provided with training on Access Points to implement for students with disabilities. ELL students are provided extra support with technology resources and personnel. Math, reading, science and writing progress monitoring is administered to all students twice yearly. Beginning in the 17-18 school year, the i-ready program will be utilized to pinpoint student needs in reading and math down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to meet end of the year targets. The i-ready program is being implemented through a return of a built-in MTSS time schedule for middle school students at the end of the school day. FAIR identifies individual strengths and weaknesses to provide prescriptive differentiated instruction along with interventions. Students have the opportunity to take advance courses through Florida Virtual School. Advance seventh grade students are provided an opportunity to take the ACT by Duke University for self evaluation and reflection. Advanced eighth graders are eligible for Algebra I which accelerates their math through

high school. Students apply and interview for academies of their interest in eighth grade. Dual enrollment college courses are also available once students meet cut scores. AP Environmental Science, and AP Statistics are offered to students meeting criteria.

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: Summer Program

Minutes added to school year: 2,880

Bell High School offers selected students credit or course recovery during the summer.

Strategy Rationale

Provides students the opportunity to recover credits and continue on the track with their cohort group.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Barry, Lisa, barryl@mygcsd.org

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

Data from various sources are analyzed including FCAT/FSA data and progress monitoring data.

Strategy: Summer Program

Minutes added to school year: 2,040

Students will be provided enrichment/remediation strategies for Algebra 1 retakes.

Strategy Rationale

Provide strategies and additional support for test taking strategies.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lindsey, Sherry, lindseys@mygcsd.org

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

FSA Results.

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

The high school and elementary partner to have a fifth grade transition day. Fifth grade students walk from the elementary to the middle school to visit the campus. During their day at the middle school they get the opportunity to meet the teachers and visually experience the transition of changing classes each period. They also visit the band for exposure in order to make a decision about band. Sixth grade students also have a transition day. Eighth graders have a career and technical education orientation day. They visit each CTE Academy so they can choose which pathway they desire to study and or receive a certification in the high school years.

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

Students are given choices for classes in the spring and during the school year. The guidance counselor performs a graduation check on each student to determine needs and requirements. A career expo is held each year to give students a vision of the possibilities for post secondary education.

Juniors and Seniors are taken to Florida Gateway College and Santa Fe College, the two nearby community colleges to see the campuses and learn of the different opportunities available at the different colleges.

Seniors are provided an opportunity to attend College Night at Florida Gateway College where more than fifty colleges provide information for students.

Seniors will also be divided into mentor groups to assist with resources and needs throughout the school year.

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

The Health Academy provides the opportunity for students to become a Certified Nurse Assistant as well as the Emergency Medical Technician and EKG. The academy is currently researching the possibility of a Pharmacy Technician certification for the 2018-19 school year. The Criminal Justice Department will provide the opportunity for students to be certified as an Accredited Legal Professional and a 911 Public Safety Tele-communicator, which is a new opportunity for the 17-18 school year. The Agri-Science and Business programs provide students opportunities to obtain certifications in Agricultural Mechanics, Agriscience, Microsoft, and Adobe Photoshop respectfully. The Engineering program certifies students in AutoCAD and SolidWorks.

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

Gilchrist County schools have been the leader in state of Florida for years in standardized test scoring. More students are taking higher level courses along with ACT/SAT tests. Our Dual Enrollment labs have nearly 90 students taking online courses that will lead to completion of college courses while in high school. AP Statistics was added for the 2016-17 school year, and this will be it's second year of implementation. Data analysis to determine weaknesses in our instruction and curriculum occurs regularly to improve student achievement. Students are tracked after high school to ensure success and provide services for post-secondary transition.

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

Strategies that are implemented to ensure student readiness include: tracking students through early warning indicators, annual review of courses required for graduation, dual enrollment courses, and AP courses.

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.** 80% of US History and 85% of Civics students will score at the proficiency level or above on the state assessments.
- G2.** Instructional staff will employ technology to support and enhance aspects of teaching such as assessment (formative and summative), instruction, and curriculum.
- G3.** 90% of 8th grade Business students will complete certification for Adobe Photoshop and receive credit. 90% of Business students will complete Microsoft Office Specialist by their senior year. 90% of Criminal Justice students will complete ind. cert. in Dispatch Operations. 90% of grade 9 Agriculture students will complete courses to receive industry cert. 90% of Health Academy students will complete CNA/EMR/EKG/Parm. tech cert. 90% Eng. students 1-3 will receive ind. cert. in Auto Cad.
- G4.** 70% of students will be proficient in the FSA ELA Reading Assessment, and 100% of students, including those in the lowest quartile, will make learning gains on the 2018 FSA ELA Reading Assessment.
- G5.** 70% of 8th grade science students, and 90% of Biology students will reach an established level of proficiency on the state standardized assessments for the 2016-2017 school year.
- G6.** Increase 'Math Achievement' to 80 percent and 'Math Gains' to 70 percent.

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. 80% of US History and 85% of Civics students will score at the proficiency level or above on the state assessments. 1a

G091393

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	80.0
Civics EOC Pass	85.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers will use standards based curriculum and curriculum maps to ensure all standards are taught and mastery is obtained. Periodic assessment on covered standards will be administered to check for mastery.
- All 7th grade students are enrolled in a reading class to develop their fluency, vocabulary, and reading comprehension.
- Teachers will post a daily learning target to focus instruction.

Plan to Monitor Progress Toward G1. 8

Formative and summative assessments will be administered and reviewed throughout the school year for tracking of student progress.

Person Responsible

Sherry Lindsey

Schedule

Quarterly, from 8/11/2017 to 5/25/2018

Evidence of Completion

Electronic grading system (Skyward) contains evidences of student scores and progress monitoring data is collected and stored by academic teachers.

G2. Instructional staff will employ technology to support and enhance aspects of teaching such as assessment (formative and summative), instruction, and curriculum. 1a

G091394

Targets Supported 1b

Indicator	Annual Target
	40.0

Targeted Barriers to Achieving the Goal 3

- Instructional staff is having difficulty transitioning instruction from traditional methods to technological methods.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional staff that self-rate as proficient in one or more methods of using technology in the classroom. Sam Hall--IT for Bell High School Kathy Sites--Tech coach for Bell High School

Plan to Monitor Progress Toward G2. 8

Student surveys about technology in the classroom

Person Responsible

Lisa Barry

Schedule

Semiannually, from 8/10/2017 to 6/1/2018

Evidence of Completion

Survey answers about level of comfort with technology for education, use of technology in the classroom, etc...

Plan to Monitor Progress Toward G2. 8

Teacher surveys about the level of integration using technology in the classroom.

Person Responsible

Kathy Sites

Schedule

Triannually, from 8/10/2017 to 6/1/2018

Evidence of Completion

Survey answers about the level and the ease of use of technology in the classroom on a daily basis.

G3. 90% of 8th grade Business students will complete certification for Adobe Photoshop and receive credit. 90% of Business students will complete Microsoft Office Specialist by their senior year. 90% of Criminal Justice students will complete ind. cert. in Dispatch Operations. 90% of grade 9 Agriculture students will complete courses to receive industry cert. 90% of Health Academy students will complete CNA/EMR/EKG/ Parm. tech cert. 90% Eng. students 1-3 will receive ind. cert. in Auto Cad. **1a**

 G091395

Targets Supported **1b**

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal **3**

- The challenge of recruitment and retention of students during the course progression towards industry certification.
- Difficulty in consistent sequential scheduling.

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

-

Plan to Monitor Progress Toward G3. **8**

Evaluate progress of students towards completion of coursework and preparation for the certification.

Person Responsible

Sherry Lindsey

Schedule

On 5/25/2018

Evidence of Completion

Lesson plans, classroom observations, and regular updates from the Academy instructor.

G4. 70% of students will be proficient in the FSA ELA Reading Assessment, and 100% of students, including those in the lowest quartile, will make learning gains on the 2018 FSA ELA Reading Assessment.

1a

G091396

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
ELA/Reading Gains	100.0

Targeted Barriers to Achieving the Goal 3

- Providing time to train teachers in Literacy Standards and the use of technology in the classroom
- Engaging students to achieve the high level of rigor necessary for success

Resources Available to Help Reduce or Eliminate the Barriers 2

- Technology coach to assist and model the use of technology in the classroom
- Data from formative and summative assessments
- Use of close reading, text based evidence and Florida Standards strategies
- Professional development for teachers in the use of technology in the classroom
- Curriculum maps, goals and scales, test item specifications
- Year-long training through NEFEC Standards Institute training for ELA and reading teachers
- Computer-based programs for instruction and remediation: iReady Reading Remediation program in middle school, Achieve 3000 in high school
- Online Websites: Achieve the Core, CommonLit, CPALM, Engage New York, Read Works, and Floridastudents.org

Plan to Monitor Progress Toward G4. 8

Results of state, district, and teacher formative and summative assessments

Person Responsible

Sherry Lindsey

Schedule

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

Evidence of Completion

Data from state assessments, district progress monitoring results, student grades (Skyward)

G5. 70% of 8th grade science students, and 90% of Biology students will reach an established level of proficiency on the state standardized assessments for the 2016-2017 school year. 1a

G091397

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	90.0
FCAT 2.0 Science Proficiency	70.0

Targeted Barriers to Achieving the Goal 3

- Students who have struggled academically and have difficulty with reading comprehension is a primary barrier for success in the Biology course.
- Students taking the NGSSS 8th grade state science exam will be required to demonstrate mastery of science content addressed one to two academic years ago.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Use standards based curriculum, established curriculum maps as a guide to ensure all standards are mastered, and implementation of our formative data to ensure mastery of the standards along with remediation when needed.

Plan to Monitor Progress Toward G5. 8

The summative assessments along with many other types of formative assessments will be administered and reviewed throughout the school year for review and tracking of student progress.

Person Responsible

Sherry Lindsey

Schedule

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

Evidence of Completion

Electronic grading system (Skyward) contains evidences of student scores and progress monitoring data is collected and stored by academic teachers.

G6. Increase 'Math Achievement' to 80 percent and 'Math Gains' to 70 percent. 1a

G091398

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	80.0
Algebra I EOC Pass Rate	80.0
Geometry EOC Pass Rate	80.0
Math Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Loss of instructional time as a result of teachers' acclimation of unaccustomed technology in the classroom.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Brain based strategies
- School technology coach
- Instructional Practice Guide (IPG)

Plan to Monitor Progress Toward G6. 8

Unit Tests and Progress Monitoring Tests will be used to monitor data.

Person Responsible

Sherry Lindsey

Schedule

Monthly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Unit tests and progress monitoring data will be collected to determine if 80 percent of students are showing mastery (math achievement).

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

G2. Instructional staff will employ technology to support and enhance aspects of teaching such as assessment (formative and summative), instruction, and curriculum. **1**

 G091394

G2.B1 Instructional staff is having difficulty transitioning instruction from traditional methods to technological methods. **2**

 B244530

G2.B1.S1 Establish a learning environment that incorporates technology weekly in every class 9-12 BHS students are enrolled in, and once a week (at least one class) for 6-8 BHS students. **4**

 S257685

Strategy Rationale

...to further ensure that BHS students become productive citizens of a society where technology has a substantial impact

Action Step 1 **5**

Bell High School will utilize PD days and PLC's on BHS campus to offer instruction to integrate technology in the classroom. The site tech coach will model lessons in the classroom integrating technology.

Person Responsible

Brent Douglas

Schedule

Quarterly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Lesson plans and CWT's

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

In-service sign in sheets

Person Responsible

Sherry Lindsey

Schedule

Quarterly, from 8/10/2017 to 8/10/2018

Evidence of Completion

Lesson plans and CWT's

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

PD and PLC's based on technology as a teaching tool

Person Responsible

Sherry Lindsey

Schedule

Quarterly, from 8/10/2017 to 6/1/2018

Evidence of Completion

In-service sign-in sheets, lesson plans, CWT's

G2.B1.S2 Adoption and utilization of Canvas (learning management system) 4

 S262360

Strategy Rationale

enables students and teachers to have one "landing space" to be able to access daily agendas, resources, and websites

Action Step 1 5

Teaches and students

Person Responsible

Schedule

Evidence of Completion

G2.B1.S3 Technology Coach 4

 S262361

Strategy Rationale

the coach will offer PD opportunities two to three times weekly during morning teaming and afterschool.

Action Step(s) Missing for Goal #2, Barrier #1, Strategy #3
Complete one or more action steps for this Strategy or de-select it

G2.B1.S4 Adoption and utilization of Office 365 4

 S262362

Strategy Rationale

enables all students and faculty to access information and documents via a web-based platform. Programs are also downloaded so assignments can be done at home with or without internet access.

Action Step(s) Missing for Goal #2, Barrier #1, Strategy #4
Complete one or more action steps for this Strategy or de-select it

G3. 90% of 8th grade Business students will complete certification for Adobe Photoshop and receive credit. 90% of Business students will complete Microsoft Office Specialist by their senior year. 90% of Criminal Justice students will complete ind. cert. in Dispatch Operations. 90% of grade 9 Agriculture students will complete courses to receive industry cert. 90% of Health Academy students will complete CNA/EMR/EKG/Parm. tech cert. 90% Eng. students 1-3 will receive ind. cert. in Auto Cad. **1**

 G091395

G3.B2 Difficulty in consistent sequential scheduling. **2**

 B244532

G3.B2.S1 Provide an engaging and exciting curriculum that offers students real-world opportunities in the future. **4**

 S257687

Strategy Rationale

If students can connect current curriculum to future opportunities for employment, there is incentive to see the program through to completion.

Action Step 1 **5**

Recruit interested students during the 8th grade Career and Technical enrollment period.

Person Responsible

Sherry Lindsey

Schedule

On 5/25/2018

Evidence of Completion

Full enrollment and filling of the available slots for new students in the academy each year.

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

Review classroom enrollment and acceptance procedures.

Person Responsible

Sherry Lindsey

Schedule

On 5/25/2018

Evidence of Completion

Classroom enrollment lists.

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

Discussions with the instructor to review recruitment day procedures.

Person Responsible

Sherry Lindsey

Schedule

On 5/25/2018

Evidence of Completion

Lesson plans and idea generation for the recruitment day.

G4. 70% of students will be proficient in the FSA ELA Reading Assessment, and 100% of students, including those in the lowest quartile, will make learning gains on the 2018 FSA ELA Reading Assessment. **1**

G091396

G4.B1 Providing time to train teachers in Literacy Standards and the use of technology in the classroom **2**

B244533

G4.B1.S1 Utilize one planning period per month (Professional Learning Communities) and teacher workdays to provide training in best instructional practices and strategies and to provide training in implementing technology in the classroom. **4**

S257688

Strategy Rationale

To promote teacher use of high yield teaching strategies and technology to ensure student growth and achievement.

Action Step 1 **5**

Teachers will be trained on the use of high yield teaching strategies to increase academic rigor and trained on the use of technology in the classroom to promote student growth and achievement for all students, especially those in the lowest quartile. All teachers will participate in school-wide book studies this year. Titles will include: "Engaging Students With Poverty In Mind" By Eric Jensen and Dr. John Hodge's "Be the One". The GCSD Coordinator of Instruction Support will provide assist reading and ELA teachers in planning and implementing rigorous unit plans. Core Connections will model teaching strategies and lessons in middle and high school classes. ELA and reading teachers will participate in a year-long study through the NEFEC's Standard Institute (Levels of Support). Teacher will utilize the IPG (Instructional Practice Guide) in developing lesson plans.

Person Responsible

Sherry Lindsey

Schedule

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

Evidence of Completion

Classroom observations, teacher lesson plans, and evidence/utilization of learning goals and scales in the classroom

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

Classroom observations

Person Responsible

Sherry Lindsey

Schedule

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

Evidence of Completion

iObservation documentation

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

Administration will conduct periodic classroom observations to ensure the implementation of rigorous high learning instruction and the use of technology in all classrooms.

Person Responsible

Sherry Lindsey

Schedule

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

Evidence of Completion

Results of iObservation teacher evaluations

G4.B2 Engaging students to achieve the high level of rigor necessary for success **2**

 B244534

G4.B2.S1 Students in grades six through ninth will participate in a reading remediation or an enrichment class as well as an English class (Will include reading remediation for grades ten through twelve on an as needed basis). **4**

 S257689

Strategy Rationale

To provide maximum exposure to reading skill strategies to enhance student growth and achievement.

Action Step 1 **5**

Reading and English language arts teachers will be trained through professional development (Core Connections, learning goal target and scales, school-wide book studies, NEFEC Standards Institute, the Instructional Practice Guide) to provide the necessary rigor while providing opportunities for student engagement.

Person Responsible

Sherry Lindsey

Schedule

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

Evidence of Completion

Observation of student engagement and participation during instruction.

Action Step 2 **5**

Students in grades nine through twelve will be provided laptops for school and home use to promote engagement with rigorous course work. By the end of the school year, teachers will utilize Canvas as a learning platform in their classrooms.

Person Responsible

Sherry Lindsey

Schedule

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

Evidence of Completion

Student participation in technology grant.

Action Step 3 5

Teachers and students will receive additional support in the classrooms. Support facilitators will co-teach/assist in middle and high school ELA classrooms specifically targeting students in the lowest quartile. Daily study hall will be scheduled for all middle school students in which Multi-tier System of Support (MTSS) and iReady will be utilized.

Person Responsible

Sherry Lindsey

Schedule

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

Evidence of Completion

Observation of student and teacher use of technology and student

Action Step 4 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Progress monitoring, Fair testing, classroom observations and teacher lesson plans

Person Responsible

Sherry Lindsey

Schedule

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

Evidence of Completion

An increase in results of student score on formative and summative assessments in the classroom

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Periodic progress monitoring assessments, formative and summative assessments, and student grades

Person Responsible

Sherry Lindsey

Schedule

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

Evidence of Completion

Student scores on assessments and student grades

G5. 70% of 8th grade science students, and 90% of Biology students will reach an established level of proficiency on the state standardized assessments for the 2016-2017 school year. 1

G091397

G5.B1 Students who have struggled academically and have difficulty with reading comprehension is a primary barrier for success in the Biology course. 2

B244535

G5.B1.S1 Students who struggle with reading comprehension are included in a remedial reading support class. 4

S257690

Strategy Rationale

In this class, students are taught intensive reading strategies to increase the ability to comprehend difficult text and to improve overall reading ability.

Action Step 1 5

Students identified as a Level 1 Reading students as a result of standardized testing will be included into the intensive reading course.

Person Responsible

Sherry Lindsey

Schedule

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

Evidence of Completion

Standardized Test Results

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

Building administration will ensure that the identified students are placed into the program correctly.

Person Responsible

Sherry Lindsey

Schedule

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

Evidence of Completion

The electronic grading system (Skyward) can be used to monitor student performance in the program.

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

Formative and summative assessments are used throughout the year to monitor the student performance in the building up of the reading comprehension ability.

Person Responsible

Sherry Lindsey

Schedule

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

Evidence of Completion

The electronic grading system (Skyward) will contain the evidences of the formative and summative assessments that students have completed.

G5.B1.S2 Students that struggle academically will be provided with a target learning goal to increase their proficiency on the Biology EOC. 4

 S257691

Strategy Rationale

Target learning goals provide students with guidance toward mastery of the standards and benchmarks.

Action Step 1 5

Teachers were trained on Marzano strategies for providing target learning goals for students.

Person Responsible

Sherry Lindsey

Schedule

Annually, from 8/10/2017 to 5/30/2018

Evidence of Completion

Scales and goals documents based on Florida standards and benchmarks

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

School-based Administration will monitor lesson plans for concept fidelity.

Person Responsible

Sherry Lindsey

Schedule

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

Evidence of Completion

lesson plans and goals and scales documents

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Progress monitoring, FCIM, and teacher-made assessments, classroom walk-throughs, formal observations

Person Responsible

Sherry Lindsey

Schedule

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

Evidence of Completion

Formative/summative assessment data

G5.B2 Students taking the NGSSS 8th grade state science exam will be required to demonstrate mastery of science content addressed one to two academic years ago. 2

 B244536

G5.B2.S1 Develop a calendar to loop back and address science content taught in the students 6th and 7th grade year. 4

 S257692

Strategy Rationale

For students to have a probability of high success on the standardized test, there must be time built into the instructional days to review content that has been taught in the past.

Action Step 1 5

Build an assessment calendar.

Person Responsible

Brent Douglas

Schedule

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

Evidence of Completion

Student proficiency on academic standards grades 6-8

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Formative assessment data will be submitted monthly as evidence of the review.

Person Responsible

Brent Douglas

Schedule

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

Evidence of Completion

FCIM data will be provided as evidence that 6th and 7th grade content has been reviewed.

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

70% of the students will achieve a proficiency score on the formative assessments.

Person Responsible

Brent Douglas

Schedule

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

Evidence of Completion

Data from the Focus quizzes and other assessments will be reviewed for evidence of proficiency. If students are non-proficient, further enrichment opportunities will be provided.

G5.B2.S2 Students in 6-8 grade will be provided with a daily target learning goal to increase their proficiency on tested 6-8 grade standards.. 4

S257693

Strategy Rationale

Target learning goals provide students with guidance toward mastery of the standards and benchmarks.

Action Step 1 5

Teachers were trained on Marzano strategies for providing target learning goals for students.

Person Responsible

Sherry Lindsey

Schedule

Annually, from 8/10/2017 to 5/30/2018

Evidence of Completion

Scales and goals documents based on Florida standards and benchmarks

Plan to Monitor Fidelity of Implementation of G5.B2.S2 6

School-based Administration will monitor lesson plans for concept fidelity.

Person Responsible

Sherry Lindsey

Schedule

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

Evidence of Completion

lesson plans and goals and scales documents

Plan to Monitor Effectiveness of Implementation of G5.B2.S2 7

Progress monitoring, formative assessments, classroom walk-throughs, formal observations

Person Responsible

Lisa Barry

Schedule

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

Evidence of Completion

Formative/summative assessment data

G5.B2.S3 Middle school teachers will examine the NGSSS test item specs and content area limits. 4

 S257694

Strategy Rationale

Standards that are exclusively taught in grades six and seven, and are not naturally spiraled back through the 8th grade curriculum, can be targeted for mastery.

Action Step 1 5

Middle school teachers will review specs and content area limits for NGSSS Science standardized exam.

Person Responsible

Brent Douglas

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Lesson plans and daily target goals

Plan to Monitor Fidelity of Implementation of G5.B2.S3 6

Lesson plans and daily target goals

Person Responsible

Sherry Lindsey

Schedule

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

Evidence of Completion

Middle school team meeting notes

Plan to Monitor Effectiveness of Implementation of G5.B2.S3 7

70% of students will show mastery of previous grades' standards

Person Responsible

Lisa Barry

Schedule

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

Evidence of Completion

Formative assessments and progress monitoring tests

G6. Increase 'Math Achievement' to 80 percent and 'Math Gains' to 70 percent. 1

G091398

G6.B1 Loss of instructional time as a result of teachers' acclimation of unaccustomed technology in the classroom. 2

B244537

G6.B1.S1 Use PD resources, such as Dr. Tate's 'Brain Based Strategies' or Dr. Hodge's 'Engaging Students With Poverty in Mind' to increase student engagement and retention. 4

S257695

Strategy Rationale

To reduce the amount of time spent re-teaching standards, which as a result, will preserve the instructional time needed to effectively cover all standards.

Action Step 1 5

Provide targeted Professional Development to all teachers in 'Brain Based Strategies' and engaging students in poverty.

Person Responsible

Sherry Lindsey

Schedule

Monthly, from 8/1/2017 to 6/30/2018

Evidence of Completion

Instructional Practice Guide / iObservation

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Teachers will record their use of strategies in a journal and share the experience with content-area colleagues.

Person Responsible

Sherry Lindsey

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Observations and data collection

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

State, district, and classroom progress monitoring assessments and classroom teacher formative assessments

Person Responsible

Sherry Lindsey

Schedule

Daily, from 8/1/2017 to 5/31/2018

Evidence of Completion

The data collected from the state, district and classroom progress monitoring assessments in addition to the formative assessments will be analyzed by the teacher and administration.

G6.B1.S2 School technology coach. 4

 S257696

Strategy Rationale

In order to save time in the classroom, collaboration with with school's technology coach for information regarding technological productivity will assist with the reduction of this barrier.

Action Step 1 5

Technology PD's

Person Responsible

Sherry Lindsey

Schedule

Monthly, from 8/1/2017 to 6/30/2018

Evidence of Completion

Sign in sheet for participants.

Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

Teachers will integrate technology in their classroom and be observed by administration and/or school's technology coach.

Person Responsible

Sherry Lindsey

Schedule

Monthly, from 8/1/2017 to 6/30/2018

Evidence of Completion

Instructional practice Guide and/or iObservation.

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7

Formative assessments

Person Responsible

Sherry Lindsey

Schedule

Daily, from 8/1/2017 to 7/31/2018

Evidence of Completion

Data from formative assessments will show an increase in math achievement and gains.

G6.B1.S3 Instructional Practice Guide (IPG) 4

S265044

Strategy Rationale

The IPG will be one of the tools used to assist with the shifts in instructional practice required by the Common Core, where integration of technology is essential.

Action Step 1 5

Teachers will reflect upon their instructional practice by utilizing the IPG.

Person Responsible

Schedule

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

Evidence of Completion

Alteration of instructional practice, following an informal or formal visit from administration.

Plan to Monitor Fidelity of Implementation of G6.B1.S3 6

Classroom visits will be used to determine fidelity of implementation.

Person Responsible

Sherry Lindsey

Schedule

Monthly, from 8/1/2017 to 5/31/2018

Evidence of Completion

IObservation and continual use of the IPG will determine if instructional practiced has been improved upon.

Plan to Monitor Effectiveness of Implementation of G6.B1.S3 7

A year-long analyses of instructional alterations, via use of the IPG, will be used to determine effectiveness of implementation.

Person Responsible

Sherry Lindsey

Schedule

On 5/31/2018

Evidence of Completion

IPG/iObservation growth.

G6.B1.S4 Adaptive technology such as Khan Academy, i-Ready, and HMH Player will be used as a focus on the lowest quartile. 4

 S265045

Strategy Rationale

Adaptive technology allows for students to recap or learn the foundational skills needed to show mastery of grade-level mathematics.

Action Step 1 5

Adaptive technology will be used to ensure the skills needed to master grade-level content are obtained, specifically in the lowest quartile.

Person Responsible

Sherry Lindsey

Schedule

Weekly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Formative data provided by utilized software.

Plan to Monitor Fidelity of Implementation of G6.B1.S4 6

Teachers will be required to submit data to administration regarding mastery of standards taught for a given period of time.

Person Responsible

Sherry Lindsey

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Documentation of mastery provided by utilized software.

Plan to Monitor Effectiveness of Implementation of G6.B1.S4 7

Quarterly reports provided by adaptive software.

Person Responsible

Sherry Lindsey

Schedule

Quarterly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Formative and summative assessments will be used to show mastery of standards.

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					
G4.B2.S1.A4  A346747	[no content entered]		No Start Date		No End Date one-time
G2.B1.S2.A1  A346269	Teaches and students		No Start Date		No End Date one-time
G4.B1.S1.MA1  M357816	Classroom observations	Lindsey, Sherry	8/10/2017	iObservation documentation	5/25/2018 weekly
G4.MA1  M357819	Results of state, district, and teacher formative and summative assessments	Lindsey, Sherry	8/10/2017	Data from state assessments, district progress monitoring results, student grades (Skyward)	5/25/2018 monthly
G5.MA1  M357831	The summative assessments along with many other types of formative assessments will be administered...	Lindsey, Sherry	8/10/2017	Electronic grading system (Skyward) contains evidences of student scores and progress monitoring data is collected and stored by academic teachers.	5/25/2018 annually
G5.B2.S3.MA1  M357830	Lesson plans and daily target goals	Lindsey, Sherry	8/10/2017	Middle school team meeting notes	5/25/2018 quarterly
G5.B2.S2.MA1  M357828	School-based Administration will monitor lesson plans for concept fidelity.	Lindsey, Sherry	8/10/2017	lesson plans and goals and scales documents	5/25/2018 weekly
G5.B2.S2.MA1  M357827	Progress monitoring, formative assessments, classroom walk-throughs, formal observations	Barry, Lisa	8/10/2017	Formative/summative assessment data	5/25/2018 weekly
G5.B1.S2.MA1  M357824	School-based Administration will monitor lesson plans for concept fidelity.	Lindsey, Sherry	8/10/2017	lesson plans and goals and scales documents	5/25/2018 weekly
G3.B2.S1.MA1  M357812	Discussions with the instructor to review recruitment day procedures.	Lindsey, Sherry	8/10/2017	Lesson plans and idea generation for the recruitment day.	5/25/2018 one-time
G3.B2.S1.MA1  M357813	Review classroom enrollment and acceptance procedures.	Lindsey, Sherry	9/8/2017	Classroom enrollment lists.	5/25/2018 one-time
G3.B2.S1.A1  A338637	Recruit interested students during the 8th grade Career and Technical enrollment period.	Lindsey, Sherry	4/7/2017	Full enrollment and filling of the available slots for new students in the academy each year.	5/25/2018 one-time
G4.B1.S1.MA1  M357815	Administration will conduct periodic classroom observations to ensure the implementation of...	Lindsey, Sherry	8/10/2017	Results of iObservation teacher evaluations	5/25/2018 weekly
G3.MA1  M357814	Evaluate progress of students towards completion of coursework and preparation for the...	Lindsey, Sherry	9/8/2017	Lesson plans, classroom observations, and regular updates from the Academy instructor.	5/25/2018 one-time
G4.B1.S1.A1  A338638	Teachers will be trained on the use of high yield teaching strategies to increase academic rigor...	Lindsey, Sherry	8/10/2017	Classroom observations, teacher lesson plans, and evidence/utilization of learning goals and scales in the classroom	5/25/2018 monthly
G4.B2.S1.MA1  M357817	Periodic progress monitoring assessments, formative and summative assessments, and student grades	Lindsey, Sherry	8/10/2017	Student scores on assessments and student grades	5/25/2018 weekly
G4.B2.S1.MA1  M357818	Progress monitoring, Fair testing, classroom observations and teacher lesson plans	Lindsey, Sherry	8/10/2017	An increase in results of student score on formative and summative assessments in the classroom	5/25/2018 annually
G4.B2.S1.A1  A338639	Reading and English language arts teachers will be trained through professional development (Core...	Lindsey, Sherry	8/10/2017	Observation of student engagement and participation during instruction.	5/25/2018 quarterly
G4.B2.S1.A2  A338640	Students in grades nine through twelve will be provided laptops for school and home use to promote...	Lindsey, Sherry	8/10/2017	Student participation in technology grant.	5/25/2018 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S2.MA1 M357823	Progress monitoring, FCIM, and teacher-made assessments, classroom walk-throughs, formal...	Lindsey, Sherry	8/10/2017	Formative/summative assessment data	5/25/2018 weekly
G5.B2.S1.MA1 M357825	70% of the students will achieve a proficiency score on the formative assessments.	Douglas, Brent	8/10/2017	Data from the Focus quizzes and other assessments will be reviewed for evidence of proficiency. If students are non-proficient, further enrichment opportunities will be provided.	5/25/2018 quarterly
G5.B1.S1.MA1 M357820	Formative and summative assessments are used throughout the year to monitor the student performance...	Lindsey, Sherry	8/10/2017	The electronic grading system (Skyward) will contain the evidences of the formative and summative assessments that students have completed.	5/25/2018 annually
G5.B1.S1.MA1 M357821	Building administration will ensure that the identified students are placed into the program...	Lindsey, Sherry	8/10/2017	The electronic grading system (Skyward) can be used to monitor student performance in the program.	5/25/2018 annually
G5.B1.S1.A1 A338641	Students identified as a Level 1 Reading students as a result of standardized testing will be...	Lindsey, Sherry	8/10/2017	Standardized Test Results	5/25/2018 annually
G5.B2.S3.MA1 M357829	70% of students will show mastery of previous grades' standards	Barry, Lisa	8/10/2017	Formative assessments and progress monitoring tests	5/25/2018 monthly
G5.B2.S1.MA1 M357826	Formative assessment data will be submitted monthly as evidence of the review.	Douglas, Brent	8/10/2017	FCIM data will be provided as evidence that 6th and 7th grade content has been reviewed.	5/25/2018 monthly
G5.B2.S1.A1 A338643	Build an assessment calendar.	Douglas, Brent	8/10/2017	Student proficiency on academic standards grades 6-8	5/25/2018 annually
G4.B2.S1.A3 A346746	Teachers and students will receive additional support in the classrooms. Support facilitators will...	Lindsey, Sherry	8/10/2017	Observation of student and teacher use of technology and student	5/25/2018 daily
G5.B1.S2.A1 A338642	Teachers were trained on Marzano strategies for providing target learning goals for students.	Lindsey, Sherry	8/10/2017	Scales and goals documents based on Florida standards and benchmarks	5/30/2018 annually
G5.B2.S3.A1 A338645	Middle school teachers will review specs and content area limits for NGSSS Science standardized...	Douglas, Brent	8/10/2017	Lesson plans and daily target goals	5/30/2018 quarterly
G5.B2.S2.A1 A338644	Teachers were trained on Marzano strategies for providing target learning goals for students.	Lindsey, Sherry	8/10/2017	Scales and goals documents based on Florida standards and benchmarks	5/30/2018 annually
G6.B1.S3.A1 A351115	Teachers will reflect upon their instructional practice by utilizing the IPG.		8/10/2017	Alteration of instructional practice, following an informal or formal visit from administration.	5/31/2018 monthly
G6.B1.S1.MA1 M357833	Teachers will record their use of strategies in a journal and share the experience with...	Lindsey, Sherry	8/1/2017	Observations and data collection	5/31/2018 quarterly
G6.B1.S3.MA1 M373949	Classroom visits will be used to determine fidelity of implementation.	Lindsey, Sherry	8/1/2017	IObservation and continual use of the IPG will determine if instructional practiced has been improved upon.	5/31/2018 monthly
G6.B1.S4.MA1 M373961	Quarterly reports provided by adaptive software.	Lindsey, Sherry	8/1/2017	Formative and summative assessments will be used to show mastery of standards.	5/31/2018 quarterly
G6.B1.S1.MA1 M357832	State, district, and classroom progress monitoring assessments and classroom teacher formative...	Lindsey, Sherry	8/1/2017	The data collected from the state, district and classroom progress monitoring assessments in addition to the formative assessments will be analyzed by the teacher and administration.	5/31/2018 daily
G6.B1.S3.MA1 M373959	A year-long analyses of instructional alterations, via use of the IPG, will be used to determine...	Lindsey, Sherry	8/1/2017	IPG/iObservation growth.	5/31/2018 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.MA1 M357836	Unit Tests and Progress Monitoring Tests will be used to monitor data.	Lindsey, Sherry	8/1/2017	Unit tests and progress monitoring data will be collected to determine if 80 percent of students are showing mastery (math achievement).	5/31/2018 monthly
G6.B1.S4.MA1 M373960	Teachers will be required to submit data to administration regarding mastery of standards taught...	Lindsey, Sherry	8/1/2017	Documentation of mastery provided by utilized software.	5/31/2018 quarterly
G6.B1.S4.A1 A351122	Adaptive technology will be used to ensure the skills needed to master grade-level content are...	Lindsey, Sherry	8/1/2017	Formative data provided by utilized software.	5/31/2018 weekly
G2.MA1 M357809	Student surveys about technology in the classroom	Barry, Lisa	8/10/2017	Survey answers about level of comfort with technology for education, use of technology in the classroom, etc...	6/1/2018 semiannually
G2.MA2 M361971	Teacher surveys about the level of integration using technology in the classroom.	Sites, Kathy	8/10/2017	Survey answers about the level and the ease of use of technology in the classroom on a daily basis.	6/1/2018 triannually
G2.B1.S1.MA1 M357807	PD and PLC's based on technology as a teaching tool	Lindsey, Sherry	8/10/2017	In-service sign-in sheets, lesson plans, CWT's	6/1/2018 quarterly
G2.B1.S1.A1 A338635	Bell High School will utilize PD days and PLC's on BHS campus to offer instruction to integrate...	Douglas, Brent	8/10/2017	Lesson plans and CWT's	6/1/2018 quarterly
G6.B1.S1.A1 A338646	Provide targeted Professional Development to all teachers in 'Brain Based Strategies' and engaging...	Lindsey, Sherry	8/1/2017	Instructional Practice Guide / iObservation	6/30/2018 monthly
G6.B1.S2.MA1 M357835	Teachers will integrate technology in their classroom and be observed by administration and/or...	Lindsey, Sherry	8/1/2017	Instructional practice Guide and/or iObservation.	6/30/2018 monthly
G6.B1.S2.A1 A338647	Technology PD's	Lindsey, Sherry	8/1/2017	Sign in sheet for participants.	6/30/2018 monthly
G6.B1.S2.MA1 M357834	Formative assessments	Lindsey, Sherry	8/1/2017	Data from formative assessments will show an increase in math achievement and gains.	7/31/2018 daily
G2.B1.S1.MA1 M357808	In-service sign in sheets	Lindsey, Sherry	8/10/2017	Lesson plans and CWT's	8/10/2018 quarterly

V. Professional Development Opportunities

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

G2. Instructional staff will employ technology to support and enhance aspects of teaching such as assessment (formative and summative), instruction, and curriculum.

G2.B1 Instructional staff is having difficulty transitioning instruction from traditional methods to technological methods.

G2.B1.S1 Establish a learning environment that incorporates technology weekly in every class 9-12 BHS students are enrolled in, and once a week (at least one class) for 6-8 BHS students.

PD Opportunity 1

Bell High School will utilize PD days and PLC's on BHS campus to offer instruction to integrate technology in the classroom. The site tech coach will model lessons in the classroom integrating technology.

Facilitator

1. Staff that self-rate proficiency in one or more technologies in the classroom 2. IT for Bell High School 3. Tech Coach for Bell High School

Participants

Instructional Staff

Schedule

Quarterly, from 8/10/2017 to 6/1/2018

G4. 70% of students will be proficient in the FSA ELA Reading Assessment, and 100% of students, including those in the lowest quartile, will make learning gains on the 2018 FSA ELA Reading Assessment.

G4.B2 Engaging students to achieve the high level of rigor necessary for success

G4.B2.S1 Students in grades six through ninth will participate in a reading remediation or an enrichment class as well as an English class (Will include reading remediation for grades ten through twelve on an as needed basis).

PD Opportunity 1

Reading and English language arts teachers will be trained through professional development (Core Connections, learning goal target and scales, school-wide book studies, NEFEC Standards Institute, the Instructional Practice Guide) to provide the necessary rigor while providing opportunities for student engagement.

Facilitator

Linda Gartin

Participants

Reading and English Language Arts teachers

Schedule

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

G5. 70% of 8th grade science students, and 90% of Biology students will reach an established level of proficiency on the state standardized assessments for the 2016-2017 school year.

G5.B1 Students who have struggled academically and have difficulty with reading comprehension is a primary barrier for success in the Biology course.

G5.B1.S2 Students that struggle academically will be provided with a target learning goal to increase their proficiency on the Biology EOC.

PD Opportunity 1

Teachers were trained on Marzano strategies for providing target learning goals for students.

Facilitator

L. Gartin

Participants

Science teachers and faculty

Schedule

Annually, from 8/10/2017 to 5/30/2018

G5.B2 Students taking the NGSSS 8th grade state science exam will be required to demonstrate mastery of science content addressed one to two academic years ago.

G5.B2.S2 Students in 6-8 grade will be provided with a daily target learning goal to increase their proficiency on tested 6-8 grade standards..

PD Opportunity 1

Teachers were trained on Marzano strategies for providing target learning goals for students.

Facilitator

L. Gartin

Participants

Science teachers and faculty

Schedule

Annually, from 8/10/2017 to 5/30/2018

G6. Increase 'Math Achievement' to 80 percent and 'Math Gains' to 70 percent.

G6.B1 Loss of instructional time as a result of teachers' acclimation of unaccustomed technology in the classroom.

G6.B1.S1 Use PD resources, such as Dr. Tate's 'Brain Based Strategies' or Dr. Hodge's 'Engaging Students With Poverty in Mind' to increase student engagement and retention.

PD Opportunity 1

Provide targeted Professional Development to all teachers in 'Brain Based Strategies' and engaging students in poverty.

Facilitator

Sherry Lindsey

Participants

All teachers

Schedule

Monthly, from 8/1/2017 to 6/30/2018

G6.B1.S2 School technology coach.

PD Opportunity 1

Technology PD's

Facilitator

Kathy Sites

Participants

Middle and high school teachers.

Schedule

Monthly, from 8/1/2017 to 6/30/2018

VI. Technical Assistance Items

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

VII. Budget

1	G2.B1.S1.A1	Bell High School will utilize PD days and PLC's on BHS campus to offer instruction to integrate technology in the classroom. The site tech coach will model lessons in the classroom integrating technology.	\$0.00
2	G2.B1.S2.A1	Teaches and students	\$0.00
3	G3.B2.S1.A1	Recruit interested students during the 8th grade Career and Technical enrollment period.	\$0.00
4	G4.B1.S1.A1	Teachers will be trained on the use of high yield teaching strategies to increase academic rigor and trained on the use of technology in the classroom to promote student growth and achievement for all students, especially those in the lowest quartile. All teachers will participate in school-wide book studies this year. Titles will include: "Engaging Students With Poverty In Mind" By Eric Jensen and Dr. John Hodge's "Be the One". The GCSD Coordinator of Instruction Support will provide assist reading and ELA teachers in planning and implementing rigorous unit plans. Core Connections will model teaching strategies and lessons in middle and high school classes. ELA and reading teachers will participate in a year-long study through the NEFEC's Standard Institute (Levels of Support). Teacher will utilize the IPG (Instructional Practice Guide) in developing lesson plans.	\$0.00
5	G4.B2.S1.A1	Reading and English language arts teachers will be trained through professional development (Core Connections, learning goal target and scales, school-wide book studies, NEFEC Standards Institute, the Instructional Practice Guide) to provide the necessary rigor while providing opportunities for student engagement.	\$0.00
6	G4.B2.S1.A2	Students in grades nine through twelve will be provided laptops for school and home use to promote engagement with rigorous course work. By the end of the school year, teachers will utilize Canvas as a learning platform in their classrooms.	\$0.00
7	G4.B2.S1.A3	Teachers and students will receive additional support in the classrooms. Support facilitators will co-teach/assist in middle and high school ELA classrooms specifically targeting students in the lowest quartile. Daily study hall will be scheduled for all middle school students in which Multi-tier System of Support (MTSS) and iReady will be utilized.	\$0.00
8	G4.B2.S1.A4		\$0.00
9	G5.B1.S1.A1	Students identified as a Level 1 Reading students as a result of standardized testing will be included into the intensive reading course.	\$0.00
10	G5.B1.S2.A1	Teachers were trained on Marzano strategies for providing target learning goals for students.	\$0.00
11	G5.B2.S1.A1	Build an assessment calendar.	\$0.00
12	G5.B2.S2.A1	Teachers were trained on Marzano strategies for providing target learning goals for students.	\$0.00
13	G5.B2.S3.A1	Middle school teachers will review specs and content area limits for NGSSS Science standardized exam.	\$0.00
14	G6.B1.S1.A1	Provide targeted Professional Development to all teachers in 'Brain Based Strategies' and engaging students in poverty.	\$0.00
15	G6.B1.S2.A1	Technology PD's	\$0.00

16	G6.B1.S3.A1	Teachers will reflect upon their instructional practice by utilizing the IPG.	\$0.00
17	G6.B1.S4.A1	Adaptive technology will be used to ensure the skills needed to master grade-level content are obtained, specifically in the lowest quartile.	\$0.00
Total:			\$0.00