

Orange County Public Schools

Brookshire Elementary



2015-16 School Improvement Plan

Brookshire Elementary

2500 CADY WAY, Winter Park, FL 32792

www.ocps.net/lc/east/ebr

School Demographics

| | | |
|-------------------------------|-------------------------------|---|
| School Type | 2014-15 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2) |
| Elementary | No | 43% |
| Alternative/ESE Center | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
| No | No | 42% |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2014-15 | 2013-14 | 2012-13 | 2011-12 |
| Grade | B* | A | A | A |

**Preliminary Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|-------------------------------|
| Not In DA | 3 | Ella Thompson |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and their communities

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

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

Brookshire Elementary's faculty and staff nurture academic relationships with students that provide the foundation to build the knowledge of the cultures that we serve. Focusing on cultural diversity, stellar customer service and academic relevance are district adopted strategies used at Brookshire to ensure student success and to close the achievement gap for all students.

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

Maintaining a safe and orderly school environment is a basic foundation for increasing student achievement. Brookshire Elementary's administrative team adhere to district policies to develop and implement the best systems of approach for our campus. During the school year, student behavior and safety expectations are reviewed on an on-going basis and emergency procedures are conducted monthly.

Student expectations are communicated daily by teachers and administrators through planners, morning announcements and newsletters.

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

The OCPS Student Code of Conduct is the official document which is used to govern student behavior on campus. This is reviewed by the classroom teachers every nine weeks throughout the school year. The protocol for addressing disciplinary incidents is clearly outlined in our staff handbook. The teacher is at the forefront for establishing clear expectations in the classroom. Brookshire Elementary has formed a Behavioral Leadership Team. The Behavioral Leadership Team will work with teachers to develop and implement school-wide expectations while students are in common areas, such as the cafeteria, hallways and arrival/dismissal areas.

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

To meet the social-emotional needs of all students, Brookshire Elementary provides on-site counseling services through a program called CHILL (Community Help & Intervention in Life's Lessons). The CHILL program is a free counseling program for students of all ages in the public schools serving Winter Park and neighboring communities who need help with issues such as divorce, grief and loss, low self-esteem, anger management and depression. CHILL Counselors focus

on prevention and early intervention programs. There is no cost to students or families. Students can be referred to the CHILL program by teachers, school administrators, school social workers, SAFE Coordinators, parents, school psychologists, behavior specialists and nurses. Students also can refer themselves to the program. Individual and group counseling takes place during the school day, preferably during “elective” classes so students don’t miss any core classes.

Early Warning Systems

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

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

Brookshire Elementary's faculty and staff understand the correlation between student contact time and student achievement. The goal is to continue to decrease the number of lost instructional days for students during the 2015–2016 school year due to attendance and suspension. Attendance is monitored by classroom teachers and administration. According to the Enterprise Data Warehouse System, Brookshire has a 95.84% daily attendance rate. For those students not meeting this measure, Child Study Team meetings are held with the parent, administrator, teacher and the school social worker.

The Early Warning System is comprised of four indicators. The indicators are attendance below 90 percent, one or more suspension (in or out of school), course failure in English Language Arts or mathematics, and a level 1 score on the statewide standardized assessments in English Language Arts or Mathematics. Students who have two or more indicators are identified and tracked through the Multi-Tiered System of Support (MTSS) and Professional Learning Community (PLC) meetings.

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

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

| Indicator | Grade Level | | | | | | Total |
|---------------------------------|-------------|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Attendance below 90 percent | 6 | 10 | 7 | 10 | 10 | 7 | 50 |
| One or more suspensions | 2 | 4 | 0 | 3 | 2 | 2 | 13 |
| Course failure in ELA or Math | 3 | 18 | 9 | 24 | 14 | 33 | 101 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | |

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

| Indicator | Grade Level | | | | | Total |
|--|-------------|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 5 | |
| Students exhibiting two or more indicators | 1 | 1 | 3 | 1 | 2 | 8 |

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

Brookshire Elementary's faculty frequently progress monitor student achievement during weekly PLC meetings. Data from class assignments and assessments (formative/summative) allow teachers to differentiate instruction for individual students by need. The following are resources/strategies employed at Brookshire Elementary to help improve academic performance:

- Community Resources (CHILL, School Resource Officer)
- Parent Conferences (academic, attendance and behavior)

District Resources (Social Worker and School Psychologist)
 Daily Intervention and Enrichment
 iReady K-5 (math and reading)
 Achieve 3000 3-5 (reading)
 Multi-Tiered System of Support (academics and behavior)
 After-school tutoring (reading and math)

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Brookshire Elementary has an active Parent-Teacher Association and has high parental involvement for extra-curricular activities. The goal is to increase the number of parents volunteering during the school day to help students be successful. During the 2014-2015 school year, Brookshire Elementary logged 4,000 ADDitions hours.

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

Brookshire Elementary has several Partners In Education (PIE). Our PIEs are visible at school events. Various stakeholders are able to clearly view the school-community relationship that provides students with needed benefits and resources.

Effective Leadership

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

School Leadership Team

Membership:

| Name | Title |
|------------------|--------------------------|
| Scott, Jared | Assistant Principal |
| Fleming, Boone | Instructional Technology |
| Mulchrone, Susan | Principal |
| Pauley, Deanna | Instructional Coach |
| Christner, Beth | Other |
| Rusler, Patty | Teacher, ESE |
| Mosquera, Andria | Instructional Coach |

Duties

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

Principal/Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing the MTSS process with fidelity, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, and guarantees adequate professional development to support implementation and communicates with parents regarding school-based MTSS plans and activities.

MTSS Coach: Identifies systematic patterns of students' needs to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Staffing Specialist: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction and collaborates with general education teachers, and ensures paperwork compliance.

Instructional Coaches: Provides guidance on K-12 reading plan and best practices in math; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.

Psychologist: Participates in collection, interpretation and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention, planning and program evaluation; facilitates data-based decision making activities; and provides instructional strategies.

General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction and collaborates with general education teachers through such activities as co-teaching.

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

We have a school-based MTSS Leadership Team. This team consists of the Principal, Assistant Principal, General and Exceptional Student Education Teachers, Instructional Coaches, School Psychologist and Speech Language Pathologist. The team meets once a month and as needed to engage in the following activities: review universal screening data and link it to instructional decisions; and review progress monitoring data at the grade and classroom levels to identify students who are meeting/exceeding benchmarks and to identify those students who are at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and assign resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure and making decisions about implementation school-wide.

Title II Funds:

Teachers at Brookshire Elementary will be able to participate in professional development in i-Ready (math and reading) and Achieve 3000 (reading 3-5). The purpose of the professional development is to provide teachers the opportunity to understand the program, read and analyze reports and change their instruction based on individual student diagnostic data. Data will be gathered daily by teachers

as students work throughout the year. Reading and Math resource teachers will collect school wide data weekly and teachers will meet with administrators about their data monthly. The desired outcome is that the use of the supplemental intervention programs will facilitate the increased proficiency of students in both math and reading in every Annual Measurable Objectives (AMO) for all subgroups.

This professional development activity relates to closing the achievement gap by directly supporting our reading and math goals found in our School Improvement Plan. Students are measured daily in specific skills and teachers will use this data to assign coursework, plan small group instruction and make individual learning goals for students. Our goal is for this individualized instruction to increase student achievement in math and reading in grades K-5 with a focus on learning gains for the students in the lowest 30%.

Supplemental Academic Instruction (SAI) Funds:

Funds will be used to purchase supplemental reading intervention materials (i-Ready and Achieve 3000).

School Advisory Council (SAC)

Membership:

| Name | Stakeholder Group |
|------------------------|----------------------------|
| Ann Stevens | Parent |
| Susan Mulchrone | Principal |
| Shannon MacDonald | Parent |
| Graham Niemi | Teacher |
| Andria Mosquera-Linaje | Teacher |
| Margie Haines | Education Support Employee |
| Julie McBride | Parent |
| Rebecca Alesandro | Parent |
| Hanne Swanson | Parent |
| Kristopher Kest | Business/Community |

Duties

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

Evaluation of last year's school improvement plan

In the spring, a survey is done of our students, parents and staff members on school effectiveness and climate conditions. The SAC reviews the results and makes recommendations that are put into the next year's School Improvement Plan, to increase student, parent and staff satisfaction with the school. In the fall, all SAC members receive copies of the School Improvement Plan and the plan is discussed at one or more meetings. As the school year continues, results of benchmark testing and other progress monitoring data is shared. Questions are answered and suggestions are solicited from stakeholders.

Development of this school improvement plan

The School Advisory Council meets monthly to examine data in each content area as it pertains to every group and subgroup of students. Strategies on how to improve are discussed with the goal to increase student achievement.

Preparation of the school's annual budget and plan

The SAC assists the school leadership team in the development of the SIP and is required to review the plan each year. The Principal shares the current SIP with the SAC committee so they can offer input regarding the school in, but not limited to the following areas: budget, community engagement, instruction, planning, resources and strategies for the upcoming school year. During these strategy sessions, new ideas are discussed to increase student achievement and promote the school in a positive manner.

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

The School Advisory Council will monitor the need for additional materials in writing and for intervention materials for at-risk students. Additional funding will be used in this area if needed.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

| Name | Title |
|--------------------|---------------------|
| Mulchrone, Susan | Principal |
| Scott, Jared | Assistant Principal |
| Mihailoff, Melodie | Teacher, K-12 |
| Lenfest, Peggy | Teacher, K-12 |
| Caddell, Jessica | Teacher, K-12 |
| Rios, Jessica | Teacher, K-12 |
| Pauley, Deanna | Instructional Coach |

Duties

Describe how the LLT promotes literacy within the school

The two major initiatives of the Literacy Leadership Team (LLT) this year are to implement the Florida Standards in grades K-5 as well as support teachers in developing common assessments. The team will also host Family Reading Nights.

Public and Collaborative Teaching

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

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

Brookshire's faculty and staff aim to provide stellar customer service to all external and internal stakeholders. Faculty and staff understand they are role models for our students, parents and community. Therefore we must govern ourselves accordingly in all settings. In addition, each grade level PLC has established norms in which the team must abide. These norms help to guide discussions and promotes positive interaction between teachers.

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

New teachers to the profession participate in monthly round table discussions with the Reading Coach, Instructional Coaches and their mentor. Bi-weekly staff meetings provide all instructional staff the opportunity to collaborate and discuss any concerns.

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

New teachers are provided a mentor veteran teacher who has demonstrated an ability to collaborate and has experience in the subject area or grade level of the new teacher. Meetings are an on-going process throughout the year. Discussion points are provided from the monthly meetings new teachers have with the CRT and Instructional Coaches.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Brookshire Elementary School faculty and staff utilizes district approved resources and measurement topic plans which are aligned to the Florida State Standards. These resources assist in maximizing student achievement and closing the achievement gap for all students. School and district professional development is offered to administrators, instructors and resource personnel to share 21st Century instructional best practices in Math, ELA, and Science. Brookshire and district personnel coordinate and monitor the use of appropriate instructional material used in the classrooms.

Instructional Strategies

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

It is the expectation of Brookshire's administrative team that teachers differentiate instruction for math and reading utilizing guided math and reading groups with the gradual release model (I Do, We Do, You Do) guiding the process. Utilizing formative assessments and other resources, teachers are able to differentiate instruction for each student in their classroom. Data disaggregation meetings, instructional best practices, iReady, Achieve 3000, PLC meetings, before and after school tutoring are some of the resources and strategies used to meet individual student needs while increasing student achievement.

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: 1,080

After school tutoring (30 minutes per day, two days per week) is provided for students in the lowest 30% in grades K-5.

Strategy Rationale

The rationale for the tutoring program is to increase math and reading proficiency in all AMO subgroups while increasing student achievement and closing the achievement gap.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pauley, Deanna, deanna.pauley@ocps.net

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

Data is collected through formative and summative assessments based on intervention materials being used for each group. Computer generated data is also gathered based on the computer program being used.

Student Transition and Readiness

PreK-12 Transition

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

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

A kindergarten round-up day is open to all pre-school children. This day provides an opportunity for children and parents to visit kindergarten classrooms. It also provides an opportunity for parents to ask questions to the principal and teachers. Kindergarten teachers conduct class visits by inviting parents and students to the school during the summer.

College and Career Readiness

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

Faculty will wear college wear once a month on Fridays. Staff will display their diplomas for students to see.

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

Career and technology information is supported by Brookshire Elementary through a Digital Tools Certificate earned by our students in grades 3-5 in the areas of word processing, spreadsheets, and digital presentations. Utilization of the STEM lab for hands on projects are also a regular occurrence.

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

By incorporating STEM activities, we have integrated career and technical education through the math and science subject areas. Students and teachers correlate and make connections between standards learned in math and science to the information presented in the activities that take place. In order to build College & Career Readiness, all students in grades 3-5 will learn how to use 21st century digital tools and receive a digital certificate through the IC3 Spark program purchased by OCPS.

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

Brookshire Elementary is using STEM projects, academic clubs, and guest speakers to help improve students readiness for the post-secondary level as well as offer tutoring in the areas of reading and math.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase use of standards-based instruction which will lead to an increase in student achievement. (Division Priority: Accelerate student performance)

- G2.** Stakeholders will collaborate and reflect to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement. (Division Priority: Ensure college and career readiness)

Strategic Goals Detail

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

G1. Increase use of standards-based instruction which will lead to an increase in student achievement.
(Division Priority: Accelerate student performance) 1a

G072645

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| AMO Reading - All Students | 85.0 |
| AMO Math - All Students | 81.0 |
| FCAT 2.0 Science Proficiency | 55.0 |

Resources Available to Support the Goal 2

- Common Formative Assessments
- Common Summative Assessments
- Achieve 3000
- Interactive Technology
- iReady
-

Targeted Barriers to Achieving the Goal 3

- Lack of teacher knowledge in designing common formative assessments tied to the Florida Standards

Plan to Monitor Progress Toward G1. 8

We will monitor the development of standards based common formative assessments through lesson plans, students results, iObservation data, and PLC forms.

Person Responsible

Susan Mulchrone

Schedule

Daily, from 9/3/2015 to 6/3/2016

Evidence of Completion

iObservation data, PLC forms, Lesson Plans, student data

G2. Stakeholders will collaborate and reflect to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement. (Division Priority: Ensure college and career readiness) 1a

G072646

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| AMO Reading - All Students | 85.0 |
| AMO Math - All Students | 81.0 |
| FCAT 2.0 Science Proficiency | 55.0 |

Resources Available to Support the Goal 2

- PLC Meetings
- SAC Meetings
- Data Notebooks
- Small Group Instruction
- Weekly Newsletter
- MTSS Process

Targeted Barriers to Achieving the Goal 3

- Lack of differentiated instruction to close achievement gaps

Plan to Monitor Progress Toward G2. 8

Student data will be collected in PLCs

Person Responsible

Susan Mulchrone

Schedule

Weekly, from 9/2/2015 to 9/2/2015

Evidence of Completion

Student data from formative assessments, lesson plans, PLC forms, percent of students scoring at proficiency on the ELA section of the Florida Standards Assessment

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. Increase use of standards-based instruction which will lead to an increase in student achievement.
(Division Priority: Accelerate student performance) **1**

 G072645

G1.B1 Lack of teacher knowledge in designing common formative assessments tied to the Florida Standards **2**

 B189569

G1.B1.S1 Provide teachers with professional development in the deconstruction of standards and the design of standards based common formative and summative assessments. Additional support will be provided by instructional coaches in PLC meetings which will serve as the primary venue for deconstructing the standards and designing common assessments. **4**

 S200889

Strategy Rationale

Teachers need to be provided training and guidance when developing standards based assessments. There will also be an instructional coach to help guide the process for deconstructing the standards and developing common assessments.

Action Step 1 **5**

Teachers will have professional development in the deconstruction of standards and planning lessons to the depth of the Florida Standards.

Person Responsible

Susan Mulchrone

Schedule

Monthly, from 9/3/2015 to 6/3/2016

Evidence of Completion

Agendas, sign-in sheet, lesson plans, iObservation

Action Step 2 5

Teachers will have guidance during PLCs to design common formative assessments.

Person Responsible

Susan Mulchrone

Schedule

Biweekly, from 9/2/2015 to 6/3/2016

Evidence of Completion

PLC forms, Common Assessments, Lesson Plans, iObservation

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

Lesson plans will be reviewed and checked for formative assessments and daily learning targets (which should show the deconstruction of the standards).

Person Responsible

Boone Fleming

Schedule

Weekly, from 9/3/2015 to 6/3/2016

Evidence of Completion

Common Assessments, Lesson Plans

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

Classroom observations

Person Responsible

Susan Mulchrone

Schedule

Daily, from 9/9/2015 to 6/3/2016

Evidence of Completion

iObservation data

G2. Stakeholders will collaborate and reflect to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement. (Division Priority: Ensure college and career readiness) 1

G072646

G2.B2 Lack of differentiated instruction to close achievement gaps 2

B189572

G2.B2.S1 Teachers will use PLCs to focus on student outcomes of common formative assessment to guide instruction. 4

S200895

Strategy Rationale

Teachers will examine student data to know the academic needs of each student during PLC meetings. Resources and activities will be planned for during PLCs to meet the various needs of students in the class.

Action Step 1 5

Teachers will have professional development on backwards design with common formative assessment.

Person Responsible

Beth Christner

Schedule

Monthly, from 9/2/2015 to 6/3/2016

Evidence of Completion

Sign-in sheets, PowerPoint presentations, Lesson plans

Action Step 2 5

Implement weekly PLCs with instructional coaches

Person Responsible

Boone Fleming

Schedule

Weekly, from 9/2/2015 to 6/3/2016

Evidence of Completion

Sign-in sheets, lesson plans, PLC form

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

PLCs will be facilitated by instructional coaches.

Person Responsible

Boone Fleming

Schedule

Weekly, from 9/2/2015 to 6/3/2016

Evidence of Completion

Sign-in sheets, lesson plans, PLC forms, iObservation

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

Student data will be analyzed as part of the PLCs.

Person Responsible

Boone Fleming

Schedule

Weekly, from 9/2/2015 to 6/3/2016

Evidence of Completion

Student data from formative assessments, PLC forms, lesson plans, iObservation data

Appendix 1: Implementation Timeline

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

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------|---|------------------|-------------------------------|---|--------------------|
| G1.B1.S1.A1 | Teachers will have professional development in the deconstruction of standards and planning lessons to the depth of the Florida Standards. | Mulchrone, Susan | 9/3/2015 | Agendas, sign-in sheet, lesson plans, iObservation | 6/3/2016 monthly |
| G2.B2.S1.A1 | Teachers will have professional development on backwards design with common formative assessment. | Christner, Beth | 9/2/2015 | Sign-in sheets, PowerPoint presentations, Lesson plans | 6/3/2016 monthly |
| G1.B1.S1.A2 | Teachers will have guidance during PLCs to design common formative assessments. | Mulchrone, Susan | 9/2/2015 | PLC forms, Common Assessments, Lesson Plans, iObservation | 6/3/2016 biweekly |
| G2.B2.S1.A2 | Implement weekly PLCs with instructional coaches | Fleming, Boone | 9/2/2015 | Sign-in sheets, lesson plans, PLC form | 6/3/2016 weekly |
| G1.MA1 | We will monitor the development of standards based common formative assessments through lesson plans, students results, iObservation data, and PLC forms. | Mulchrone, Susan | 9/3/2015 | iObservation data, PLC forms, Lesson Plans, student data | 6/3/2016 daily |

| 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 | Classroom observations | Mulchrone, Susan | 9/9/2015 | iObservation data | 6/3/2016 daily |
| G1.B1.S1.MA1 | Lesson plans will be reviewed and checked for formative assessments and daily learning targets (which should show the deconstruction of the standards). | Fleming, Boone | 9/3/2015 | Common Assessments, Lesson Plans | 6/3/2016 weekly |
| G2.MA1 | Student data will be collected in PLCs | Mulchrone, Susan | 9/2/2015 | Student data from formative assessments, lesson plans, PLC forms, percent of students scoring at proficiency on the ELA section of the Florida Standards Assessment | 9/2/2015 weekly |
| G2.B2.S1.MA1 | Student data will be analyzed as part of the PLCs. | Fleming, Boone | 9/2/2015 | Student data from formative assessments, PLC forms, lesson plans, iObservation data | 6/3/2016 weekly |
| G2.B2.S1.MA1 | PLCs will be facilitated by instructional coaches. | Fleming, Boone | 9/2/2015 | Sign-in sheets, lesson plans, PLC forms, iObservation | 6/3/2016 weekly |

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase use of standards-based instruction which will lead to an increase in student achievement.
(Division Priority: Accelerate student performance)

G1.B1 Lack of teacher knowledge in designing common formative assessments tied to the Florida Standards

G1.B1.S1 Provide teachers with professional development in the deconstruction of standards and the design of standards based common formative and summative assessments. Additional support will be provided by instructional coaches in PLC meetings which will serve as the primary venue for deconstructing the standards and designing common assessments.

PD Opportunity 1

Teachers will have professional development in the deconstruction of standards and planning lessons to the depth of the Florida Standards.

Facilitator

Instructional Coaches

Participants

Instructional Staff

Schedule

Monthly, from 9/3/2015 to 6/3/2016

Technical Assistance Items

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

G1. Increase use of standards-based instruction which will lead to an increase in student achievement.
 (Division Priority: Accelerate student performance)

G1.B1 Lack of teacher knowledge in designing common formative assessments tied to the Florida Standards

G1.B1.S1 Provide teachers with professional development in the deconstruction of standards and the design of standards based common formative and summative assessments. Additional support will be provided by instructional coaches in PLC meetings which will serve as the primary venue for deconstructing the standards and designing common assessments.

PD Opportunity 1

Teachers will have guidance during PLCs to design common formative assessments.

Facilitator

Instructional Coaches

Participants

Instructional Staff

Schedule

Biweekly, from 9/2/2015 to 6/3/2016

Budget

Budget Data

| | | | | | | |
|----------|--------------------|---|--|----------------|-----|--------------------|
| 1 | G1.B1.S1.A1 | Teachers will have professional development in the deconstruction of standards and planning lessons to the depth of the Florida Standards. | | | | \$60,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | 2110 | 100-Salaries | 0751 - Brookshire Elementary | General Fund | | \$50,000.00 |
| | | | <i>Notes: Math Coach Reading Coach Curriculum Resource Teacher</i> | | | |
| | 7300 | 140-Substitute Teachers | 0751 - Brookshire Elementary | General Fund | | \$10,000.00 |
| | | | <i>Notes: Substitute Teachers</i> | | | |
| 2 | G1.B1.S1.A2 | Teachers will have guidance during PLCs to design common formative assessments. | | | | \$0.00 |

| Budget Data | | | | | | | |
|--------------------|--------------------|--|------------------------------|----------------|---------------|---------------------|--------------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 | |
| | | | 0751 - Brookshire Elementary | | | \$0.00 | |
| 3 | G2.B2.S1.A1 | Teachers will have professional development on backwards design with common formative assessment. | | | | | \$60,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 | |
| | 2110 | 100-Salaries | 0751 - Brookshire Elementary | General Fund | | \$60,000.00 | |
| 4 | G2.B2.S1.A2 | Implement weekly PLCs with instructional coaches | | | | | \$0.00 |
| | | | | | Total: | \$120,000.00 | |