

Hernando County School District

Brooksville Elementary School



2015-16 School Improvement Plan

Brooksville Elementary School

885 N BROAD ST, Brooksville, FL 34601

www.edline.net/pages/hcsb_bes

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	78%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	28%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	B	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 was approved by the Hernando County School Board on 11/17/2015.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to "Make Every Moment Count for Every Child, Every Day!"

Provide the school's vision statement

Brooksville Elementary is a Fundamental School of Global Studies; Our H.O.P.E. (Home of Pride and Excellence) for the future.

School Environment

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

At the start of each school year each teacher conducts information-gathering activities with students to gain awareness of each student's learning style, cultural background, family structure and student interests. This information gathering allows teachers to familiarize themselves with their students' particular interests and cultural backgrounds so that lessons can be planned that are more highly engaging and personalized to their particular students.

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

Upon arrival at school, no matter how they arrive, students are greeted by staff who are pleased to see them. Duty personnel are stationed at strategic locations around campus to ensure that students are not without adult supervision. Safety patrols are on duty to verbally desist minor behaviors and to report more serious incidents.

Throughout the day, students travel at least in pairs if they have to come to the office or clinic. Students may request adult assistance with issues through their teacher, guidance, front office staff, administration or any adult on campus. All visitors to the campus are screened through the VSOFT system to verify that they are allowed to be at a public school.

At dismissal, students remain under the supervision of a staff member until they are transferred over to another responsible adult. Students who are picked up by car have identification cards which are matched to their guardian/parent's cards in their vehicle. The cards are then collected. Students who ride the bus are escorted to their bus. Students who walk home are escorted to the gate where their walker card is collected and they are dismissed. Students who attend aftercare are escorted to the aftercare pickup location, their aftercare cards are collected. The cards help us verify that a student went home a particular way.

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

BES has a discipline committee which focuses, as its primary purpose, on categorizing behavioral concerns as either major or minor. Major disciplinary issues will generate an office discipline referral (ODR). Minor issues will be logged using the infraction report which documents attempts at changing minor disruptive behavior. The interventions include conferencing with the student, notifying parents, assigning detention and a face-to-face parent conference. If these interventions do not successfully

change behavior, then an ODR is generated.

Each year, the entire staff is trained on the discipline system. As issues arise retraining occurs. Students who do not respond to the school-wide discipline system receive targeted MTSS supports for behavior.

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

As a PBS School, BES provides education with regard to expectations for each area of the campus; classroom, bus, playground, cafeteria, media center. Each month has a particular focus which is selected by the PBS Team based upon data from the previous year. Students who display expectations are reinforced randomly with tickets, which they can then trade in for Kool Kat Koins. Kool Kat Koins can be used to purchase needed school supplies, admission into activities, purchase of snacks, etc.

Both the School Social Worker and School Behavior Specialist are on the wheel rotation. Therefore 30 classes per week have a session with their counselors. Students who need tiered supports for behavior/emotional/social needs receive interventions designed to match their struggles. Behavioral interventions used include Check-in/check-out, mentoring, targeted groups, social personal class, infused social skills, individual behavioral interventions, functional behavior analyses and individual behavior intervention plans.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/210453>.

Description

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

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

BES has a very active group of volunteers contribute nearly 150 hours per week of volunteer support in classrooms, on the grounds, in the office and on special projects. Operation Heartfelt is a local church that provides needy families with food backpacks that provide food staples on the weekend. Business partnerships include Coney Island, Beef O'Brady's, Cemex, Dairy Queen, Dominoes, Hungry Howies, WalMart, AXA Advisors, Rainbow Rollerland Each of these businesses in its own way, contributes to supplies, on-campus events, foods, fundraisers, etc. Funds from these activities support student achievement through providing awards, incentives, activities and celebrations when students have improved their performance.

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
Helman, Nora	Teacher, K-12
Renihan, Jill	Principal
Benard, Daiquiri	Other
DeNote, Carrie	Instructional Coach
LaBarge, Carrie	Other
Brady, Amanda	Attendance/Social Work
Spano, Cindy	Guidance Counselor
Peeler, Lisa	Administrative Support
Lewis, Joyce	Assistant Principal
Gibson, Patricia	Instructional Coach

Duties

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

Jill Renihan (Principal) and Joyce Lewis (Assistant Principal) facilitate data analysis, acquire the resources to deliver standards-based instruction and engage in purposeful action steps that are intended to increase student achievement in the school.

Patricia Gibson serves as the ELA Instructional coach for teachers in grades K-5. Patricia models lessons weekly on the specials rotation, provides side-by-side coaching and professional development. She is BES' representative on the district ELA committee. Patricia is also a the chair of the Literacy Leadership team.

Daiquiri Benard is the assessment teacher. Daiquiri coordinates all assessment at the school and provides the team with the data to be analyzed. She collaborates with teachers during PLC's regarding the use of data to drive instructional decision-making.

Carrie DeNote works as the Math Instructional Coach. Carrie models effective instructional math practice through weekly specials rotations. She also provides professional development to whole-group, small group PLCs and individually through the coaching cycle and mentoring. Carrie heads the Math Leadership Team and serves on the District Math Curriculum Task force.

Carrie LaBarge serves BES as its Title I Facilitator. Carrie has past experience as both a classroom teacher and an elementary specialist. She helps to research and acquire resources to meet the needs of the teachers and students.

Amanda Brady has the role of school-based social worker/guidance counselor. Amanda analyzes attendance data and conducts the truancy proceedings. Perpetually, BES has the goal of increasing on-time attendance. Amanda conducts interviews and home visits with the purpose of increasing parent awareness of the timely attendance of their children.

Cindy Spano works as a school-based behavior specialist/guidance counselor. Cindy analyzes discipline data, provides intervention directly and coaches teachers on stronger classroom management. Amanda and Cindy both provide classroom guidance through the specials rotation.

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

Before school begins in the Fall, available members of the SBLT conduct a data analysis of available performance data: attendance, discipline, walkthrough, FCAT, FAIR, SAM, EOC, Successmaker/Waterford. Priorities for PD are generated from this analysis. Areas for intervention are targeted. An inventory of intervention materials is conducted and any shortages of intervention supplies are ordered. A master schedule is created that provides adequate time for all curricular areas, supplemental lab time and scheduled blocks for Tier II and/or Tier III support.

Once school resumes, the Principal, Jill Renihan, establishes a schedule of bi-weekly SBLT meetings during which all available data are reviewed. Team Leaders meet with SBLT on a bi-weekly schedule as well. At the Team Leaders meeting, weekly assessment data are reviewed and problem solving activities occur whenever mastery learning has not occurred -- 80% or more of students achieve 70% or better on the weekly assessment of the standard. Reteaching and differentiation are focuses of problem-solving for this school year.

Targeted problem-solving focused on expenditure of Title I funds is a focus of the SBLT for this school year as well. Return on investment analysis for expensive software purchases is being conducted in an effort to determine to what degree students benefit from participation with the program. The Title I Facilitator, Carrie LaBarge has been charged with exploring other options. Prior to scheduling a student for Individual Problem Solving (IPS), teachers are asked to meet with their team to problem-solve student performance issues. A checklist, created by Amanda Brady, provides a structure and documentation of the teams' reviews of student performance. Teachers, through the team process, are free to move students into or out of Tier II supports depending upon the data. Students only move into or out of Tier III supports through the IPS meetings. The IPS review team consists of Jill Renihan, Principal, Amanda Brady, School Social Worker-Academic Rtl, Cindy Spano, School Behavior Specialist --Behavior Rtl and Allison Gibson, School Psychologist. The IPS Team meets weekly.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Cindy Vandiver	Parent
Jill Renihan	Principal
John Vandiver	Parent
Eva Fuller	Parent
Janelle Daughtery	Parent
Carrie LaBarge	Education Support Employee
Cindy Spano	Education Support Employee
Heather Mercado	Parent
Mandy Leddington	Parent
Pam Everett	Education Support Employee
Connie Jeppesen	Teacher
Joyce Lewis	Education Support Employee

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

At the first SAC meeting of the school year, the performance data are reviewed by the principal. This review includes discussion about what the focus of the SIP was and how the performance compares to the goals.

Development of this school improvement plan

After the initial data presentation, suggestions for improvement are solicited from the SAC members. Whenever possible, these suggestions are incorporated into the SIP. The SAC is presented a draft of the SIP prior to submission to the district. After district feedback, the SAC approves the SIP prior to District approval.

Preparation of the school's annual budget and plan

The school's annual budget and plan will support school-wide strategies aligned to the SIP. SAC will discuss the projected use of funds to target student improvement and the needs of the school with attention focused on specific sub-groups that are showing the greatest need.

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

School improvement funds allocated last year included supporting school initiatives such as PBS, purchase of student planners and student achievement awards. Remaining SAC funds from 2013-14 were carried over to the 2014-2015 school year. During the 2014-15 School year approximately \$900 will be used to pay for registration for Kindergarten teachers to attend a conference. Remaining funds will be used to provide breakfast during testing, professional development opportunities, travel for conferences, incentives and student planners.

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
Renihan, Jill	Principal
Lovelock, Nancy	Instructional Media
Lewis, Joyce	Assistant Principal
Blumengarten, Elizabeth	Teacher, K-12
Hall, Sherri	Teacher, K-12
Lynch, Christine	Teacher, K-12
Massey, Cathy	Teacher, K-12
Deleveaux, Jolie	Teacher, K-12
Gibson, Patricia	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT meets monthly with the focus of increasing literacy throughout the school year. Activities promoted by the LLT include: Accelerated Reader incentives/competitions; 100-book challenge; Global Reading contest, Read-a-book, Get-a-book; Battle of the Books; Most Improved Reader; Literacy Week; Book Fairs.

The LLT reviews and shares current research and best practices that promote successful reading skills in all students.

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

Grade level teams are provided common planning time. During this time, weekly pd opportunities are provided. Teams are able to select topics for pd and either provide plc leadership or seek the support of an instructional coach to provide the expertise, depending upon the topic. Teams hold collaborative planning sessions at least weekly during which problem-solving activities occur. While BES' schedule doesn't currently provide vertical teaming opportunities, this is a growth area for the future.

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

Administration works diligently in collaboration with district staff to ensure highly qualified staff is recruited, developed and retained. Professional development opportunities provide teachers nearly 40 hours of job-embedded pd throughout the year.

Grade-level teams are an integral part of the interview process as an effort to familiarize candidates with grade-level expectations from the beginning of the process. Grade-level representatives help to unearth candidates understanding of effective instructional strategies and practices that are based on the implementation of the Florida Standards.

Newly hired and struggling teachers are assigned mentors that help to support daily planning, delivery of instruction and assessment

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

Whenever possible, newly hired teachers are paired with a grade-level colleague with Clinical Educator certification. If no grade-level colleague meets the CET criteria, a CET certified teacher with prior experience in that grade level is selected. Instructional coaches provide a deeper level of support including modeling planning and presentation of lessons. Administration and district support specialists work with the school's lead mentor to pair mentors and mentees for the school year. Planned mentoring activities include classroom observations and an understanding of the Charolette Danielson Teacher Evaluation rubric. Informal classroom walkthroughs help ensure that the mentees are receiving necessary supports.

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

Professional development is centered around standards-based instruction. Teachers work collaboratively to unpack the standards and develop meaningful opportunities for students to

demonstrate their mastery of the standards. School-based instructional coaches facilitate these unpacking the standards pd opportunities.

District-provided, standards-based curriculum maps are the starting point for all planning activities. BES has provided its teachers a lesson planning checklist of required elements. The first item on the checklist is the standard. Through team planning, instructional coaches and administrators "listen in" on the discussions helping to ensure that the standard and student mastery is the central theme for all planning activities.

Lesson plan reviews during walkthroughs inform SBLT members of the focus, pacing and activities of the lesson. The informal walkthrough template provided by the district allows for data collection related to lesson plan reviews.

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

Data from weekly assessments and progress monitoring are analyzed and used to drive instructional planning for differentiated centers, small group instruction, guided reading activities, etc.

Scaffolded supports are provided during whole-group instruction and in teacher-led small groups.

Reteaching may use supplemental materials in order to ensure mastery of the standard, not necessarily the particular story referenced in the map.

Progress is monitored regularly and reviewed during grade level meetings, bi-weekly team leader meetings, bi-weekly SBLT meetings, IPS meetings and/or parent conferences.

Teachers conduct data chats with their students to review progress and encourage students to set goals for individual improvement.

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: Extended School Year

Minutes added to school year: 1,800

Selected students who need supplemental instruction in math, ELA and/or science will be invited to participate in extended learning opportunities.

Strategy Rationale

Current data on state-wide assessment is unavailable excepting Science an 3rd grade lowest quintile on ELA. BES experienced a dip in Science scores of 17 percentage points. In 3rd grade, 15% of matched students scored in the lowest quintile.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

LaBarge, Carrie, labarge_c@hcsb.k12.fl.us

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

Homework completion data, weekly assessment data, progress monitoring data, attendance data (both in program and in school) and performance on summative assessments will be gathered and analyzed to determine whether the extended learning opportunity had the desired impact.

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

Kindergarten roundup occurs in the spring before the child enters Kindergarten. The campus is open for parents and potential students to explore the campus and get to know some of the staff. Students in attendance at roundup are screened to determine entry level skills. Student placement balances classes in terms of academic knowledge and behavior. At the beginning of the school year, an open house opportunity is provided to incoming Kindergarteners. A future practice that will be added for Kindergarten students and their parents will be to have a separate Kindergarten open house. This way children can come, meet their teacher and have a tour of the campus so they may be less anxious upon their arrival to school. For the first three days, Kindergarten parents are allowed to walk with their child to class in the morning.

Collaboration with schools which are receiving exiting 5th grade students includes visits from guidance counselors to describe a day in the life of a 6th grader at the respective receiving schools. These schools hold open campus events to afford new 6th graders the opportunity to familiarize themselves with their new school environment.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

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.** Brooksville Elementary School will promote an environment of engaging instruction, collaborative learning, group cohesion, respect and mutual trust as evidenced by a decrease in office discipline referrals, an increase in on-time attendance and an increase in the percent of students who are promoted with grades of 70% or higher in ELA and Math.

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. Brooksville Elementary School will promote an environment of engaging instruction, collaborative learning, group cohesion, respect and mutual trust as evidenced by a decrease in office discipline referrals, an increase in on-time attendance and an increase in the percent of students who are promoted with grades of 70% or higher in ELA and Math. **1a**

 G072952

Targets Supported **1b**

Indicator	Annual Target
Attendance rate	94.0
One or More Suspensions	1.8
Non-proficient Reading by Grade 03	13.0
FSA English Language Arts - Achievement	55.0
Discipline incidents	0.0
ELA Achievement District Assessment	85.0
FCAT 2.0 Science Proficiency	52.0

Resources Available to Support the Goal **2**

- Job-embedded professional development
- Title I -- Title I Facilitator, Title I Parent Engagement Liaison, Extended Learning,
- MTSS
- Fluid Walls for Rtl
- Instructional Practices ELA Coach, Instructional Practices Math Coach
- Behavioral Resources -- School-based Social Worker, School-Based Behavior Specialist, ISS paraprofessional,

Targeted Barriers to Achieving the Goal **3**

- Positive Behavior Support Systems have not been fully implemented across all settings -- e.g., bus, cafeteria, all classrooms, specials, etc.
- Professional development strategies have not consistently been observed being utilized in instructional delivery.
- Authentic formative assessments (checks for understanding) have not been fully integrated into instructional delivery.
- Differentiated instruction and reteaching strategies are not consistently utilized so that students demonstrate mastery learning (80% of students earning 70% or better).
- Students have limited exposure to complex text and struggle to correctly cite text-based evidence.
- Proficiency rates on statewide assessments do not correlate with earned grades in ELA.

Plan to Monitor Progress Toward G1. 8

Weekly Assessment data and ongoing progress monitoring results.

Person Responsible

Jill Renihan

Schedule

Biweekly, from 9/9/2014 to 5/29/2015

Evidence of Completion

Weekly assessment data and ongoing progress monitoring will be reviewed to attest to mastery learning.

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. Brooksville Elementary School will promote an environment of engaging instruction, collaborative learning, group cohesion, respect and mutual trust as evidenced by a decrease in office discipline referrals, an increase in on-time attendance and an increase in the percent of students who are promoted with grades of 70% or higher in ELA and Math. **1**

 G072952

G1.B1 Positive Behavior Support Systems have not been fully implemented across all settings -- e.g., bus, cafeteria, all classrooms, specials, etc. **2**

 B190466

G1.B1.S1 Re-energize our school-wide commitment to Positive Behavior Supports. **4**

 S201897

Strategy Rationale

Our self assessment data shows that faculty commitment was a weaker area. We believe that a positive environment for faculty and staff, families and students will help us achieve our goal.

Action Step 1 **5**

PBS activities and data will be reviewed at every faculty meeting.

Person Responsible

Cindy Spano

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Faculty Meeting Agendas

Action Step 2 5

Survey stakeholders to determine whether the reinforcement system should be altered and make changes based on results.

Person Responsible

Cindy Spano

Schedule

Evidence of Completion

The survey results will be shared with the faculty and the PBS Committee will make appropriate changes.

Action Step 3 5

Randomly provide auditory reminders to increase consistent reinforcement to recognize appropriate behavior.

Person Responsible

Jill Renihan

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Completion log will be kept by the secretary responsible for sounding the chime.

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

PBS Coach will monitor whether auditory signals are being randomly provided to the staff and that specific student behavior is reinforced following the chimes.

Person Responsible

Cindy Spano


Schedule

Daily, from 9/1/2015 to 6/3/2016


Evidence of Completion

Students will be surveyed to determine whether random auditory signals are serving as reminders for teachers to reinforce behavior.

G1.B2 Professional development strategies have not consistently been observed being utilized in instructional delivery. **2**

 B190467

G1.B2.S1 Provide feedback to teachers through team and individual conferences regarding the monthly PD focus. **4**

 S201898

Strategy Rationale

Accountability and coaching support will increase the likelihood of deeper implementation and "buy-in"

Action Step 1 **5**

Increase consistently scheduled feedback opportunities to review walkthrough data.

Person Responsible

Jill Renihan

Schedule

Monthly, from 9/10/2015 to 6/2/2016

Evidence of Completion

Walkthrough data and conference minutes.

Action Step 2 **5**

Follow up PD activity with in-classroom coaching.

Person Responsible

Carrie DeNote

Schedule

Weekly, from 9/10/2015 to 6/2/2016

Evidence of Completion

Coaches log review.

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

Agendas from Team meetings, faculty meetings and SBLT will indicate walkthrough data review.\

Person Responsible

Jill Renihan

Schedule

Weekly, from 12/3/2015 to 6/3/2016

Evidence of Completion

Walkthrough data will indicate that teachers use strategies from the PD focus.

G1.B3 Authentic formative assessments (checks for understanding) have not been fully integrated into instructional delivery. 2

 B190468

G1.B3.S1 Embed modeled use of checks for understanding into every group meeting -- professional development, team meetings, SBLT, faculty meetings. 4

 S201899

Strategy Rationale

Increasing the use of checks for understanding by the leadership team members will increase the likelihood of their being infused into lesson delivery.

Action Step 1 5

At least one formative assessment method will be modeled at each faculty meeting.

Person Responsible

Jill Renihan

Schedule

Monthly, from 8/21/2015 to 6/3/2016

Evidence of Completion

Faculty meeting agendas.

G1.B3.S2 Targeted walkthrough data will be focused on embedded formative assessment delivery and use to drive instructional change. **4**

 S201900

Strategy Rationale

Increased accountability will increase the use of formative assessment.

Action Step 1 **5**

The SBLT will engage in collaborative walkthroughs to ensure inter-rater reliability.

Person Responsible

Jill Renihan

Schedule

Weekly, from 12/1/2015 to 6/3/2016

Evidence of Completion

Walkthrough Data will be correlated and discussed through team meetings.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 **6**

SBLT walkthroughs will be compiled, presented and discussed at SBLT meetings bi-weekly, faculty meetings monthly and team leader meetings monthly.

Person Responsible

Jill Renihan

Schedule

Weekly, from 12/1/2015 to 6/3/2016

Evidence of Completion

G1.B4 Differentiated instruction and reteaching strategies are not consistently utilized so that students demonstrate mastery learning (80% of students earning 70% or better). **2**

 B190469

G1.B4.S1 Core instruction will be strengthened through teaching to mastery levels and reteaching through differentiated instruction when mastery is not demonstrated as evidenced by checks for understanding and test/quiz grades. **4**

 S201901

Strategy Rationale

Students who achieve mastery learning (70% or better) of grade level content are better prepared to be successful in the next grade level.

Action Step 1 **5**

Each PD cycle will include a session on u.se of data to drive instruction, including reteaching to ensure student mastery of the standards

Person Responsible

Patricia Gibson

Schedule

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

Evidence of Completion

Sign in sheets for Professional Development will indicate that the PD has occurred. Lesson plan review will indicate lessons are standards-based. Teachers will provide evidence of the inclusion of standards and reteaching practices.

Action Step 2 **5**

Model Mastery Teaching in classrooms using the coaching cycle

Person Responsible

Carrie DeNote

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Video of modeled lessons will be used within PD activities and follow-up discussions with selected teachers.

Action Step 3 5

Increase the use of effective checks for understanding in Reading/Language Arts.

Person Responsible

Patricia Gibson

Schedule

Monthly, from 8/27/2015 to 6/3/2016

Evidence of Completion

Walkthrough data will indicate that checks for understanding are being utilized.

Action Step 4 5

Develop Differentiated Centers for Math

Person Responsible

Carrie DeNote

Schedule

Every 2 Months, from 9/3/2015 to 6/3/2016

Evidence of Completion

Sign in sheets from Math Center Make and Take workshops. Walkthrough data and lesson plan review will reflect differentiated centers.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Ongoing professional development activities will reflect an emphasis on teaching the standards to mastery learning.

Person Responsible

Jill Renihan

Schedule

Monthly, from 9/9/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets and agendas for the PD topics for the school year.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Frequent walkthroughs will be conducted to view ongoing teaching of standards to mastery level.

Person Responsible

Jill Renihan

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Walkthrough Data targeting checks for understanding, differentiated center activities, and targeted small group instruction will be collected and analyzed.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Monthly lesson plan reviews will ensure lessons are driven by the Florida Standards.

Person Responsible

Schedule

Monthly, from 10/20/2014 to 5/29/2015

Evidence of Completion

Lesson plans will be reviewed to determine that they are driven by the Florida Standards.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

More frequent walkthroughs during the ELA block will focus on mastery teaching, quick checks to drive teacher-led small group for reteaching and differentiated instruction through seat work and/or centers

Person Responsible

Jill Renihan

Schedule

Daily, from 2/25/2015 to 3/31/2015

Evidence of Completion

Daily walkthrough data collected by Principal, Assistant Principal, ELA Instructional Coach, District Reading Coach and other support staff.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Student performance data should indicate mastery learning (80% or more students achieving 70% or better grades).

Person Responsible

Jill Renihan

Schedule

Weekly, from 10/16/2014 to 5/29/2015

Evidence of Completion

Weekly assessment data from curricular materials will be compared to ongoing progress monitoring results which should reflect mastery learning by students.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Walkthrough Data from the ELA blocks will be shared with each grade level during weekly pd opportunities.

Person Responsible

Jill Renihan

Schedule

Weekly, from 3/10/2015 to 3/31/2015

Evidence of Completion

Walkthrough data will be converted to percent of grade level utilizing quick checks, teacher-led small groups and differentiated instructional activities. The percent of teachers utilizing these strategies will be shared with grade level teams during weekly plcs

G1.B6 Students have limited exposure to complex text and struggle to correctly cite text-based evidence.

2

B190471

G1.B6.S1 Provide professional development and follow-up coaching related to close reads with complex text. 4

S201903

Strategy Rationale

Using close reading strategies will reinforce student selection of text-based evidence

Action Step 1 5

Provide professional development opportunities and follow-up coaching in close reading strategies.

Person Responsible

Patricia Gibson

Schedule

Evidence of Completion

Walkthrough data will indicate that the strategy is being utilized.

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	PBS activities and data will be reviewed at every faculty meeting.	Spano, Cindy	9/1/2015	Faculty Meeting Agendas	5/31/2016 monthly
G1.B2.S1.A1	Increase consistently scheduled feedback opportunities to review walkthrough data.	Renihan, Jill	9/10/2015	Walkthrough data and conference minutes.	6/2/2016 monthly
G1.B3.S1.A1	At least one formative assessment method will be modeled at each faculty meeting.	Renihan, Jill	8/21/2015	Faculty meeting agendas.	6/3/2016 monthly
G1.B3.S2.A1	The SBLT will engage in collaborative walkthroughs to ensure inter-rater reliability.	Renihan, Jill	12/1/2015	Walkthrough Data will be correlated and discussed through team meetings.	6/3/2016 weekly
G1.B4.S1.A1	Each PD cycle will include a session on u.se of data to drive instruction, including reteaching to ensure student mastery of the standards	Gibson, Patricia	9/3/2015	Sign in sheets for Professional Development will indicate that the PD has occurred. Lesson plan review will indicate lessons are standards-based. Teachers will provide evidence of the	6/3/2016 monthly

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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
				inclusion of standards and reteaching practices.	
G1.B6.S1.A1	Provide professional development opportunities and follow-up coaching in close reading strategies.	Gibson, Patricia	11/19/2015	Walkthrough data will indicate that the strategy is being utilized.	every-2-months
G1.B1.S1.A2	Survey stakeholders to determine whether the reinforcement system should be altered and make changes based on results.	Spano, Cindy	9/4/2015	The survey results will be shared with the faculty and the PBS Committee will make appropriate changes.	semiannually
G1.B2.S1.A2	Follow up PD activity with in-classroom coaching.	DeNote, Carrie	9/10/2015	Coaches log review.	6/2/2016 weekly
G1.B4.S1.A2	Model Mastery Teaching in classrooms using the coaching cycle	DeNote, Carrie	10/1/2014	Video of modeled lessons will be used within PD activities and follow-up discussions with selected teachers.	5/29/2015 monthly
G1.B1.S1.A3	Randomly provide auditory reminders to increase consistent reinforcement to recognize appropriate behavior.	Renihan, Jill	8/24/2015	Completion log will be kept by the secretary responsible for sounding the chime.	6/3/2016 daily
G1.B4.S1.A3	Increase the use of effective checks for understanding in Reading/ Language Arts.	Gibson, Patricia	8/27/2015	Walkthrough data will indicate that checks for understanding are being utilized.	6/3/2016 monthly
G1.B4.S1.A4	Develop Differentiated Centers for Math	DeNote, Carrie	9/3/2015	Sign in sheets from Math Center Make and Take workshops. Walkthrough data and lesson plan review will reflect differentiated centers.	6/3/2016 every-2-months
G1.MA1	Weekly Assessment data and ongoing progress monitoring results.	Renihan, Jill	9/9/2014	Weekly assessment data and ongoing progress monitoring will be reviewed to attest to mastery learning.	5/29/2015 biweekly
G1.B1.S1.MA1	PBS Coach will monitor whether auditory signals are being randomly provided to the staff and that specific student behavior is reinforced following the chimes.	Spano, Cindy	9/1/2015	Students will be surveyed to determine whether random auditory signals are serving as reminders for teachers to reinforce behavior.	6/3/2016 daily
G1.B2.S1.MA1	Agendas from Team meetings, faculty meetings and SBLT will indicate walkthrough data review.\	Renihan, Jill	12/3/2015	Walkthrough data will indicate that teachers use strategies from the PD focus.	6/3/2016 weekly
G1.B4.S1.MA1	Student performance data should indicate mastery learning (80% or more students achieving 70% or better grades).	Renihan, Jill	10/16/2014	Weekly assessment data from curricular materials will be compared to ongoing progress monitoring results which should reflect mastery learning by students.	5/29/2015 weekly
G1.B4.S1.MA6	Walkthrough Data from the ELA blocks will be shared with each grade level during weekly pd opportunities.	Renihan, Jill	3/10/2015	Walkthrough data will be converted to percent of grade level utilizing quick checks, teacher-led small groups and differentiated instructional activities. The percent of teachers utilizing these strategies will be shared with grade level teams during weekly plcs	3/31/2015 weekly
G1.B4.S1.MA1	Ongoing professional development activities will reflect an emphasis on teaching the standards to mastery learning.	Renihan, Jill	9/9/2014	Sign-in sheets and agendas for the PD topics for the school year.	5/29/2015 monthly
G1.B4.S1.MA2	Frequent walkthroughs will be conducted to view ongoing teaching of standards to mastery level.	Renihan, Jill	8/18/2014	Walkthrough Data targeting checks for understanding, differentiated center activities, and targeted small group instruction will be collected and analyzed.	5/29/2015 weekly
G1.B4.S1.MA4	Monthly lesson plan reviews will ensure lessons are driven by the Florida Standards.		10/20/2014	Lesson plans will be reviewed to determine that they are driven by the Florida Standards.	5/29/2015 monthly
G1.B4.S1.MA5	More frequent walkthroughs during the ELA block will focus on mastery	Renihan, Jill	2/25/2015	Daily walkthrough data collected by Principal, Assistant Principal, ELA	3/31/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	teaching, quick checks to drive teacher-led small group for reteaching and differentiated instruction through seat work and/or centers			Instructional Coach, District Reading Coach and other support staff.	
G1.B3.S2.MA1	SBLT walkthroughs will be compiled, presented and discussed at SBLT meetings bi-weekly, faculty meetings monthly and team leader meetings monthly.	Renihan, Jill	12/1/2015		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. Brooksville Elementary School will promote an environment of engaging instruction, collaborative learning, group cohesion, respect and mutual trust as evidenced by a decrease in office discipline referrals, an increase in on-time attendance and an increase in the percent of students who are promoted with grades of 70% or higher in ELA and Math.

G1.B4 Differentiated instruction and reteaching strategies are not consistently utilized so that students demonstrate mastery learning (80% of students earning 70% or better).

G1.B4.S1 Core instruction will be strengthened through teaching to mastery levels and reteaching through differentiated instruction when mastery is not demonstrated as evidenced by checks for understanding and test/quiz grades.

PD Opportunity 1

Each PD cycle will include a session on u.se of data to drive instruction, including reteaching to ensure student mastery of the standards

Facilitator

Carrie DeNote, Instructional Math Coach

Participants

Whole Faculty

Schedule

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

PD Opportunity 2

Model Mastery Teaching in classrooms using the coaching cycle

Facilitator

Patricia Gibson, Instructional ELA Coach

Participants

Selected Faculty per Administration

Schedule

Monthly, from 10/1/2014 to 5/29/2015

PD Opportunity 3

Increase the use of effective checks for understanding in Reading/Language Arts.

Facilitator

Carrie DeNote

Participants

Whole Faculty

Schedule

Monthly, from 8/27/2015 to 6/3/2016

PD Opportunity 4

Develop Differentiated Centers for Math

Facilitator

Carrie DeNote

Participants

Whole Faculty

Schedule

Every 2 Months, from 9/3/2015 to 6/3/2016

G1.B6 Students have limited exposure to complex text and struggle to correctly cite text-based evidence.

G1.B6.S1 Provide professional development and follow-up coaching related to close reads with complex text.

PD Opportunity 1

Provide professional development opportunities and follow-up coaching in close reading strategies.

Facilitator

Patricia Gibson -- IPC for Reading

Participants

Whole faculty through team level meetings.

Schedule

Budget

Budget Data

1	G1.B1.S1.A1	PBS activities and data will be reviewed at every faculty meeting.			\$0.00	
2	G1.B1.S1.A2	Survey stakeholders to determine whether the reinforcement system should be altered and make changes based on results.			\$0.00	
3	G1.B1.S1.A3	Randomly provide auditory reminders to increase consistent reinforcement to recognize appropriate behavior.			\$0.00	
4	G1.B2.S1.A1	Increase consistently scheduled feedback opportunities to review walkthrough data.			\$0.00	
5	G1.B2.S1.A2	Follow up PD activity with in-classroom coaching.			\$0.00	
6	G1.B3.S1.A1	At least one formative assessment method will be modeled at each faculty meeting.			\$0.00	
7	G1.B3.S2.A1	The SBLT will engage in collaborative walkthroughs to ensure inter-rater reliability.			\$0.00	
8	G1.B4.S1.A1	Each PD cycle will include a session on u.se of data to drive instruction, including reteaching to ensure student mastery of the standards			\$65,000.00	
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$65,000.00
<i>Notes: Instructional Coach for ELA</i>						
9	G1.B4.S1.A2	Model Mastery Teaching in classrooms using the coaching cycle			\$0.00	
10	G1.B4.S1.A3	Increase the use of effective checks for understanding in Reading/Language Arts.			\$0.00	
11	G1.B4.S1.A4	Develop Differentiated Centers for Math			\$0.00	
12	G1.B6.S1.A1	Provide professional development opportunities and follow-up coaching in close reading strategies.			\$0.00	
Total:					\$65,000.00	