

Bradford County School District

Brooker Elementary School



2015-16 School Improvement Plan

Brooker Elementary School

18551 CHARLOTTE AVE, Brooker, FL 32622

<http://www.bradfordschools.org/schools/brooker-elementary-school/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	0%

School Grades History

Year	2014-15	2013-14	2011-12	2008-09
Grade	C*	A	D	B

**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 Bradford County School Board on 10/12/2015.

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	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Brooker Elementary School strives to fully embrace the essential partnership between home, school, and student to create a nurturing, positive, and flourishing educational experience for each child.

Provide the school's vision statement

Brooker Elementary is dedicated to providing a quality education that establishes the foundation for students to be college and career ready upon graduation.

School Environment

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

Brooker Elementary is a community school in a small rural town. Approximately half of the staff live in the town and know most of the families well. We continue long-standing traditions that have encouraged parents to participate in school events year after year such as Bingo at the Fall Festival and Grandparents Day. Because we typically have small class sizes teachers are able to structure personal relationships with students and their families.

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

Routines and procedures are consistent throughout the school and students are given choices whenever applicable.

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

Positive Behavior Support is the schoolwide behavioral system that we use. Students must earn points through good behavior to participate in quarterly schoolwide events or trips. Points can also be cashed in for trinket items.

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

We have a guidance counselor once a week that conducts character education lessons in the classes. She also meets with students that have specific needs. We also refer students to Meridian Counseling outside of school.

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

Students who meet the following criteria become part of the EWS file that is monitored monthly by the school leadership team and the problem solving process is applied to help the students improve.

- *Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- *One or more suspensions, whether in school or out of school
- *Course failure in English Language Arts or mathematics
- *A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	4	8	2	4	2	26
One or more suspensions	0	1	1	2	1	1	6
Course failure in ELA or Math	5	2	0	2	2	0	11
Level 1 on statewide assessment	0	0	0	5	3	0	8

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

Indicator	Grade Level		Total
	2	4	
Students exhibiting two or more indicators	1	1	2

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

Attendance: We send home a series of letters including the 15 day prior year, 5 day absence, and 10 day absence. We have a student success team meeting with the parents to strategize ways to help improve. At the 7 days of absence mark students are referred to the SRAB board to help connect them to any services that they may need. At the 10 day mark, the case is submitted to the superintendent for referral to the State Attorney.

Suspensions: Positive Behavior Support is strong at our school as well as Problem Solving meetings to make certain that we decrease barriers to student success.

Course Failure: Students who are struggling are helped through the MTSS process, providing intervention for the specific weaknesses identified through progress monitoring and classroom performance. After school tutoring will also be provided in the second semester.

Level 1 on statewide assessment: These students are placed in tier 3 intervention providing them extra time in intensive intervention. They are also provided SIPPS intervention, Some of these students are ESE and receive services from the special ed teacher. After school tutoring will also be provided in the second semester.

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/50160>.

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

Brooker Elementary has a strong PTO that has established traditions that the community expects and looks forward to. The school participates in outreach such as food baskets, Shop With a Cop, etc. The SAC recruits business and community members to be part of the school improvement process.

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
Parmenter, Deborah	Principal
Loper, Stephanie	Instructional Coach
Alvarez, Sherree	Instructional Coach

Duties

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

The Student Success Team attends monthly MTSS/Rtl meetings to discuss and monitor the program and events.

The Principal has the following responsibilities:

- oversees the entire process
- ensures that the Student Success Team is implementing MTSS/Rtl with fidelity
- completes process checks to ensure implementation of intervention support and documentation
- ensures that there is adequate professional development to support MTSS/Rtl implementation
- communicates with parents regarding school-based MTSS/Rtl plans and activities. The Classroom Teachers (Primary and Intermediate) have the following responsibilities:

- provides information about core instruction
- participates in student data collection
- delivers Tier 1 instruction and intervention
- collaborates with other staff to implement Tier 2 interventions
- integrates Tier 1 materials and instruction with Tier 2 and 3 activities. Exceptional Student Education (ESE) Teachers assist by:

- participating in student data collection
- integrate core instructional activities and materials into Tier 3 instruction
- collaborating with general education teachers through activities such as co-teaching. The Classroom Resource Teacher's responsibilities include:
- working with the principal to provide support for the implantation of MTSS/Rtl

- 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. The School Psychologist assists by:
 - participating in the collection, interpretation, and analysis of data
 - facilitates development of intervention plan
 - provides support for intervention fidelity and documentation
 - provides assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation
 - facilitates data-based decision making activities.

The Speech Language Pathologist responsibilities include:

- educating the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design
- assists in the selection of screening measures
- helps identify systemic patterns of student need with respect to language skills. The Guidance Counselor will assist by:
 - providing support services for students, teachers, and classrooms with identified needs in PBS
 - works with the team to interpret data and devise plans for students and teachers
 - assists with professional development
 - provides individual and small group counseling for students. The Positive Behavior Support Team assists by:
 - coordinating the implementation of PBS.

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

The Leadership Team will focus meetings around one question:

How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students? The Leadership Team meets to monitor and discuss the MTSS/RtI program, monitor and make adjustments.

Title I, Part A: Title I, Part A provides computer assisted instruction, paraprofessionals, materials and supplies to support the academic achievement of students. After-school programs and summer school services are provided to eligible students to provide additional remediation. Professional development funds are utilized to ensure teachers receive professional development based on the goals and objectives in the Title I, Part A plan.

Title I, Part C - Migrant: Bradford partners with a migrant liaison in Alachua County. The liaison works closely with the Title I director to ensure that migrant needs are met.

Title II: The district receives supplemental funds for improving academic achievement. Bradford utilizes these funds to support reading at the secondary schools.

Title III: Services are provided through the district for educational materials to support the ELL liaison.

Title VI: Provides funds to support a drop out prevention teacher and support for implementation of educational technology through Performance Matters.

Title X - Homeless: Title I supplements the funds that are provided through Title X to support homeless students. Funds are used for student and school support. The district homeless coordinator works with schools to identify and provide the necessary resources.

Supplemental Academic Instruction (SAI): SAI dollars are coordinated with Title I to provide highly qualified 3rd grade teachers and to support summer school.

Violence Prevention Programs: Bullying Prevention Education Programs (TRA – Take responsibility

for your actions) and Character Education (Character Counts, Positive Behavior Support) are implemented to help with positive behaviors and decrease discipline referrals.

Nutrition Programs: N/A

Housing Programs: N/A

Head Start: Pre-K classrooms located on and off elementary campuses help to ease the transition to Kindergarten. Active communication exists between Pre-K and the regular program. Students on campus are actively involved in the school program.

Adult Education: The Career Tech Center addresses adult education needs in Bradford County. It provides increased opportunities for training in specific fields such as nursing.

Career and Technical Education: The Career Technical Center partners with Bradford High to provide opportunities for advancement in the fields of nursing, welding, mechanics and other areas. Through the GED Exit option, students at risk of not graduating are given the opportunity to learn and grow in a nontraditional secondary environment.

Job Training: N/A

Other: IDEA and Title I work together to ensure that the educational goals of the district are aligned to meet the needs of all students. Funds are coordinated to provide services and professional development.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Steve Acree	Teacher
Deborah S. Parmenter	Principal
Mari Ellen Swilley	Teacher
Nancy DeHoff	Parent
Jennifer Lane	Parent
Brittany Langbauer	Teacher
Denise Haight	Business/Community
Dal-Tonya Douglas	Parent
Paul Samson	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

The committee compares the year-end results with the goals and determines if further action is needed to achieve the goals.

Development of this school improvement plan

The SAC used the eight step problem solving process and worksheet to evaluate school performance data and to prepare the improvement plan and annual budget.

Preparation of the school's annual budget and plan

A SAC meeting is held to determine the annual budget. Several meetings along with several staff meetings are used to interpret the trends that the data reveals. The goal and strategies are developed in response to the data.

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

Three half-day release time for teachers to conduct Lesson Study meetings:\$500
Extended Learning Opportunity: \$3,000.

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
Parmenter, Deborah	Principal
Loper, Stephanie	Instructional Coach
Alvarez, Sherree	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Achieve 3000 in grades 3-5 provides us with a dependable source of informational, complex text that is differentiated to each child's independent level with the opportunity to work with it at the instructional level as well. Accelerated Reader is also used schoolwide. Making Meaning is our core reading instruction source.

Rolling out the Florida Standards and strategies is again paramount this year. Helpful in this process will be the implementation of Developmental Studies' Making Meaning with its focus on purposeful peer-to-peer discourse and compliment conferences. From the same publisher, using the same developmental concepts is Being A Writer, which is new to us this year. Continued growth in implementing CIS, Great Books, Webb's DOK, and deliberate practice of Marzano's instructional sequence will all be vital. Special focus will be given to Learning Focused Training, specifically lesson planning, higher order thinking skills, and summarizing.

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

Being an exceptionally small school we are not only able to build strong relationships but we also must rely on one another heavily. Teachers from across grade groups work together to plan, participate in professional development, conduct lesson study, and form books studies.

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

Hire experienced teachers who were let go in the district or surrounding district due to budget cuts. Recruit new, highly trained graduates from the nearby University of Florida College of Education. - Principal responsible.

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

Teachers with a Temporary Teaching Certificate are required to complete the Professional Education Competency (PEC) Program in order to apply for a Professional Certificate when the 3-Year Temporary Certificate expires. New hires to the District who have not completed the PEC Program yet are assigned a mentor and required to complete the PEC Program during the first year of employment with the Bradford County School District. PEC Program candidates must complete a notebook portfolio of required activities during the program with the support of the HR Dept., school administration, and the mentor. Mentors must have completed Clinical Educator training to be a mentor. Mentors are paired with mentees by collaboration between school administration and the HR Director. Priority is given to pairing mentors and mentees with those from the same discipline, grade level, and/or department to facilitate a more successful mentorship.

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

Core instructional programs and materials are chosen from state adopted sources.

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 Performance Matters, Achieve 3000, and IReady Reading and Math is collected, analyzed, and a plan of intervention or enrichment is made for each child. Intervention takes place as part of the MTSS process, with SIPPS, and in after school tutoring. Enrichment and remediation also occurs through differentiated center work.

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: 12,000

Before school tutoring;
After school tutoring for students struggling in reading and math skills for grades 3-5

Strategy Rationale

Small groups of students with targeted needs are addressed by their own teachers.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Parmenter, Deborah, parmenter.deborah@mybradford.us

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

Pre and post tests using I Ready Reading and I Ready Math

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 Pre-K class is located on the elementary campus to help ease the transition to Kindergarten. Active communication exists between the Pre-K and regular program. Students on campus are actively involved in the school programs and functions. Outgoing fifth graders are taken on a field trip to the Middle School for orientation.

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

The school is making efforts to advance 21st Century Skills with the use of Learning.com and enhancing STEM activities with the implementation of Sally Ride Science and Careers. We are also striving to fully embrace Marzano's strategies and provide authentic tasks so that students will better track and take ownership of their own learning.

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

NA

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

Sally Ride Careers will be explored.

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

Our efforts to ensure that all students perform at a proficient reading and math level prepares them for the coursework they will face in the future.

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.** WHEN teachers consistently engage in Collaborative Purposeful Planning and there is consistent and pervasive use of exemplary practices, specifically Higher Order Thinking and Summarizing Strategies... THEN there will be an increase in teaching effectiveness and student achievement as evidenced by an FSA score of at least the 58nd percentile in Reading Proficiency, the 44th percentile in Writing Proficiency, the 70th percentile in Math Proficiency, and the 55th percentile in Science Prof.

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. WHEN teachers consistently engage in Collaborative Purposeful Planning and there is consistent and pervasive use of exemplary practices, specifically Higher Order Thinking and Summarizing Strategies... THEN there will be an increase in teaching effectiveness and student achievement as evidenced by an FSA score of at least the 58nd percentile in Reading Proficiency, the 44th percentile in Writing Proficiency, the 70th percentile in Math Proficiency, and the 55th percentile in Science Prof. **1a**

 G073102

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics - Achievement	70.0
FSA English Language Arts - Achievement	58.0
FCAT 2.0 Science Proficiency	55.0
FCAT 2.0 Writing Proficiency	44.0

Resources Available to Support the Goal **2**

- New district policy on tardies adding up to equal absences
- Teachers finding the transition to Being A Writer a smooth process
- Experienced teachers taking a strong leadership role, new teachers highly motivated
- Lesson Study/PLC time provided by the district

Targeted Barriers to Achieving the Goal **3**

- Learning curve to new strategies and IReady intervention

Plan to Monitor Progress Toward G1. **8**

IReady Reading and Math will be monitored

Person Responsible

Stephanie Loper

Schedule

Biweekly, from 9/24/2015 to 6/3/2016

Evidence of Completion

Progress toward Reading and Math targets will be monitored by an increase in the number of students on level in IReady Reading and Math.

Plan to Monitor Progress Toward G1. **8**

Performance Matters Science will be monitored

Person Responsible

Stephanie Loper

Schedule

Triannually, from 10/1/2015 to 6/3/2016

Evidence of Completion

Progress toward the Science target will be monitored by an increase in the number of students on level in Performance Matters Science.

Plan to Monitor Progress Toward G1. 8

District Writing Prompts will be monitored

Person Responsible

Deborah Parmenter

Schedule

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

Evidence of Completion

Progress toward the Writing target will be monitored by an increase in the number of students on level on the District Writing Prompts.

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. WHEN teachers consistently engage in Collaborative Purposeful Planning and there is consistent and pervasive use of exemplary practices, specifically Higher Order Thinking and Summarizing Strategies... THEN there will be an increase in teaching effectiveness and student achievement as evidenced by an FSA score of at least the 58nd percentile in Reading Proficiency, the 44th percentile in Writing Proficiency, the 70th percentile in Math Proficiency, and the 55th percentile in Science Prof. **1**

 G073102

G1.B4 Learning curve to new strategies and IReady intervention **2**

 B190915

G1.B4.S2 Lesson Study over 3 half days on Learning Focused lesson planning, summarizing, and higher order thinking strategies **4**

 S202397

Strategy Rationale

These are the three most highly impacting strategies according to research.

Action Step 1 **5**

We will conduct a Lesson Study on Learning Focused Training

Person Responsible

Deborah Parmenter

Schedule

Triannually, from 10/15/2015 to 12/11/2015

Evidence of Completion

Completion of the Lesson Study process

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Lesson plans will be monitored and observations conducted

Person Responsible

Deborah Parmenter

Schedule

Weekly, from 10/15/2015 to 12/11/2015

Evidence of Completion

Inclusion of Learning Focused strategies will be evident in daily lesson plans and observed in every observation conducted

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Pre and Post test will be given for the Lesson Study

Person Responsible

Deborah Parmenter

Schedule

On 10/29/2015

Evidence of Completion

Post test will show at least a 50% increase in teacher knowledge of strategies

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.B4.S2.A1	We will conduct a Lesson Study on Learning Focused Training	Parmenter, Deborah	10/15/2015	Completion of the Lesson Study process	12/11/2015 triannually
G1.MA1	IReady Reading and Math will be monitored	Loper, Stephanie	9/24/2015	Progress toward Reading and Math targets will be monitored by an increase in the number of students on level in IReady Reading and Math.	6/3/2016 biweekly
G1.MA2	Performance Matters Science will be monitored	Loper, Stephanie	10/1/2015	Progress toward the Science target will be monitored by an increase in the number of students on level in Performance Matters Science.	6/3/2016 triannually
G1.MA3	District Writing Prompts will be monitored	Parmenter, Deborah	9/1/2015	Progress toward the Writing target will be monitored by an increase in the number of students on level on the District Writing Prompts.	6/3/2016 triannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S2.MA1	Pre and Post test will be given for the Lesson Study	Parmenter, Deborah	10/29/2015	Post test will show at least a 50% increase in teacher knowledge of strategies	10/29/2015 one-time
G1.B4.S2.MA1	Lesson plans will be monitored and observations conducted	Parmenter, Deborah	10/15/2015	Inclusion of Learning Focused strategies will be evident in daily lesson plans and observed in every observation conducted	12/11/2015 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. WHEN teachers consistently engage in Collaborative Purposeful Planning and there is consistent and pervasive use of exemplary practices, specifically Higher Order Thinking and Summarizing Strategies... THEN there will be an increase in teaching effectiveness and student achievement as evidenced by an FSA score of at least the 58nd percentile in Reading Proficiency, the 44th percentile in Writing Proficiency, the 70th percentile in Math Proficiency, and the 55th percentile in Science Prof.

G1.B4 Learning curve to new strategies and IReady intervention

G1.B4.S2 Lesson Study over 3 half days on Learning Focused lesson planning, summarizing, and higher order thinking strategies

PD Opportunity 1

We will conduct a Lesson Study on Learning Focused Training

Facilitator

Deborah S. Parmenter

Participants

K-5 Teachers

Schedule

Triannually, from 10/15/2015 to 12/11/2015

Budget

Budget Data						
1	G1.B4.S2.A1	We will conduct a Lesson Study on Learning Focused Training				\$2,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	120-Classroom Teachers	0161 - Brooker Elementary School	Title I Part A		\$600.00
			<i>Notes: Training for six teachers</i>			
	5100	120-Classroom Teachers	0161 - Brooker Elementary School	Title I Part A		\$2,000.00
			<i>Notes: After school tutoring</i>			
					Total:	\$2,600.00