

Bradford County School District

Brooker Elementary School



2016-17 Schoolwide Improvement Plan

Brooker Elementary School

18551 CHARLOTTE AVE, Brooker, FL 32622

bradfordschools.org/brooker

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	10%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	C*	A	

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Brooker Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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.

b. 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.

2. School Environment

a. 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.

b. 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. All staff actively show and tell students that we care about them and that they are the reason we come to work each day.

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

Positive Behavior Support and CHAMPS are the schoolwide behavioral systems 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.

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

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. We also have local volunteers that come to the school to conduct the TALKS Mentoring Program with both boys and girls.

3. Early Warning Systems

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

a. 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

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	4	2	3	3	2	2	0	0	0	0	0	0	0	16	
One or more suspensions	0	0	0	0	2	3	0	0	0	0	0	0	0	5	
Course failure in ELA or Math	4	3	1	1	4	0	0	0	0	0	0	0	0	13	
Level 1 on statewide assessment	0	0	0	3	2	0	0	0	0	0	0	0	0	5	

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

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

c. 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 exceptional ed teacher.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

See PIP

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

Brooker Elementary has a strong PTO that has established traditions that the community expects and looks forward to. The annual Fall Festival is attended by many alumni and most of the community. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

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

b. Duties

1. 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 MTSSS/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/RtI
 - 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.

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

The 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Steve Acree	Teacher
Deborah S. Parmenter	Principal
Nancy DeHoff	Parent
Jennifer Lane	Parent
Denise Haight	Business/Community
Dal-Tonya Douglas	Parent
Paul Samson	Business/Community
Shauntel Platt	Parent
Anita McKinney	Parent
Kyra Bossle	Parent
Mark Scott	Teacher
Danielle Stanley	Education Support Employee

b. Duties

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

a. 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.

b. 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.

c. 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.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

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

b. Duties

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

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.

Meeting the rigor of the Florida Standards and strategies is again paramount this year. Helpful in this process will be Developmental Studies' Making Meaning with its focus on purposeful peer-to-peer discourse and compliment conferences. Continued growth in implementing CIS, 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 vocabulary.

D. Public and Collaborative Teaching

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

1. 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.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

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

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 and includes individualized/small group lessons from IReady and SIPPS. Enrichment and remediation also occur through differentiated center work.

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

Strategy: After School Program

Minutes added to school year: 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

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

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

The school is making efforts to advance 21st Century Skills with the use of Learning.com and enhancing STEM activities. 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.

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

NA

3. 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.

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

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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = 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 maximizing student engagement through Embedding Formative Assessment and Vocabulary Strategies... THEN there will be an increase in teaching effectiveness and student achievement as evidenced by an FSA score of at least 62% proficient in Reading, 62% proficient in Math, and 59% proficient in Science.

Strategic Goals Detail

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

G1. WHEN teachers consistently engage in Collaborative Purposeful Planning and there is consistent and pervasive use of exemplary practices, specifically maximizing student engagement through Embedding Formative Assessment and Vocabulary Strategies... **THEN** there will be an increase in teaching effectiveness and student achievement as evidenced by an FSA score of at least 62% proficient in Reading, 62% proficient in Math, and 59% proficient in Science. **1a**

 G084067

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics Achievement	62.0
FSA ELA Achievement	62.0
FCAT 2.0 Science Proficiency	59.0

Targeted Barriers to Achieving the Goal **3**

- Learning curve to new strategies and managing IReady intervention

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

-
- Experienced teachers taking a strong leadership role, new teachers highly motivated
- Lesson Study/PLC time provided by the district SEEC grant and Dylan Wiliam donation

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

IReady Reading and Math will be monitored

Person Responsible

Stephanie Loper

Schedule

Biweekly, from 9/23/2016 to 5/15/2017

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. Summary of reports from IReady will be produced and examined during bi-weekly data meetings. Diagnostics tri-annually will be examined.

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

Performance Matters Science will be monitored

Person Responsible

Stephanie Loper

Schedule

Triannually, from 11/7/2016 to 5/15/2017

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.

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

 = 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 maximizing student engagement through Embedding Formative Assessment and Vocabulary Strategies... THEN there will be an increase in teaching effectiveness and student achievement as evidenced by an FSA score of at least 62% proficient in Reading, 62% proficient in Math, and 59% proficient in Science. **1**

 G084067

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

 B223376

G1.B4.S1 Increase student engagement and make teaching more responsive to the needs of students through teachers embracing targeted professional development **4**

 S235672

Strategy Rationale

Student engagement is vital to the learning process. Teachers must know the needs of the students in real time to be the most responsive as possible.

Action Step 1 **5**

A 16 session Teacher Learning Community from Dylan William's Embedding Formative Assessment will be conducted and attended by all teachers.

Person Responsible

Deborah Parmenter

Schedule

Every 3 Weeks, from 9/1/2016 to 5/15/2017

Evidence of Completion

Completion of the TLC process with sign-in sheets and participation

Action Step 2 **5**

A PLC for Max Thompson's Learning Focused Training, Vocabulary, will be conducted and attended by all teachers.

Person Responsible

Deborah Parmenter

Schedule

Triannually, from 9/23/2016 to 2/17/2017

Evidence of Completion

Completion will consist of attending all sessions (sign-in sheet) and including strategies daily in lesson plans.

Action Step 3 5

Introductory in-service will be provided on Eureka Math and implementation will occur in 4th and 5th grades.

Person Responsible

Deborah Parmenter

Schedule

On 8/4/2016

Evidence of Completion

Attendance recorded through sign-in sheets. Eureka has been found to develop conceptual understanding and better meet the rigor of the standards than our prior resource.

Action Step 4 5

Reports will be used to deploy intervention lessons with IReady Reading and Math

Person Responsible

Deborah Parmenter

Schedule

Biweekly, from 8/15/2016 to 5/15/2017

Evidence of Completion

Observations and inclusion of interventions in lesson plans

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

Lesson plans will be monitored and observations conducted

Person Responsible

Deborah Parmenter

Schedule

Weekly, from 8/15/2016 to 5/15/2017

Evidence of Completion

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

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

Pre and Post test will be given for the Lesson Study

Person Responsible

Deborah Parmenter

Schedule

On 2/17/2017

Evidence of Completion

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

G1.B4.S2 Create a culture of consistent and pervasive use of Collaborative Planning 4

 S235673

Strategy Rationale

When teachers collaborate, especially with support from peers who specialize in a subject area, lessons are improved.

Action Step 1 5

Create a schedule of dedicated time for the purpose of Collaborative Planning for Math and Science with District Coach, Heather Eison

Person Responsible

Deborah Parmenter

Schedule

Biweekly, from 8/18/2016 to 5/15/2017

Evidence of Completion

Sign-in sheets from collaborative planning, observations and lesson plans

Action Step 2 5

Create a schedule of dedicated time for the purpose of Collaborative Planning for ELA with District Coach, Sheree Alvarez.

Person Responsible

Sherree Alvarez

Schedule

On 5/15/2017

Evidence of Completion

Sign-in sheets from collaborative planning, observations and lesson plans

Action Step 3 **5**

Hold data meetings to review program reports and make planning decisions on intervention lessons.

Person Responsible

Deborah Parmenter

Schedule

Biweekly, from 8/25/2016 to 5/15/2017

Evidence of Completion

Meeting minutes, intervention lesson plans, gains appearing on program reports

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

Guided Planning and Data Meetings will include a member of the Literacy Team to monitor for fidelity

Person Responsible

Deborah Parmenter

Schedule

Biweekly, from 8/10/2016 to 5/15/2017

Evidence of Completion

Agendas and sign-in sheets will be collected

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

Quality of lesson plans and instruction will be monitored

Person Responsible

Deborah Parmenter

Schedule

Weekly, from 8/10/2016 to 5/15/2017

Evidence of Completion

Lesson plan checklist kept by principal; Observations will reflect targeted planning; IObservation teacher pre and post conference on formal observation

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B4.S1.A3 A303862	Introductory in-service will be provided on Eureka Math and implementation will occur in 4th and...	Parmenter, Deborah	8/4/2016	Attendance recorded through sign-in sheets. Eureka has been found to develop conceptual understanding and better meet the rigor of the standards than our prior resource.	8/4/2016 one-time
G1.B4.S1.MA1 M309218	Pre and Post test will be given for the Lesson Study	Parmenter, Deborah	9/23/2016	Post test will show at least a 50% increase in teacher knowledge of strategies	2/17/2017 one-time
G1.B4.S1.A2 A303861	A PLC for Max Thompson's Learning Focused Training, Vocabulary, will be conducted and attended by...	Parmenter, Deborah	9/23/2016	Completion will consist of attending all sessions (sign-in sheet) and including strategies daily in lesson plans.	2/17/2017 triannually
G1.MA1 M309222	IReady Reading and Math will be monitored	Loper, Stephanie	9/23/2016	Progress toward Reading and Math targets will be monitored by an increase in the number of students on level in IReady Reading and Math. Summary of reports from IReady will be produced and examined during bi-weekly data meetings. Diagnostics tri-annually will be examined.	5/15/2017 biweekly
G1.MA2 M309223	Performance Matters Science will be monitored	Loper, Stephanie	11/7/2016	Progress toward the Science target will be monitored by an increase in the number of students on level in Performance Matters Science.	5/15/2017 triannually
G1.B4.S1.MA1 M309219	Lesson plans will be monitored and observations conducted	Parmenter, Deborah	8/15/2016	Inclusion of Learning Focused Vocabulary strategies and use of Formative Assessments will be evident in daily lesson plans and observed in every observation conducted	5/15/2017 weekly
G1.B4.S1.A1 A303860	A 16 session Teacher Learning Community from Dylan Williams Embedding Formative Assessment will be...	Parmenter, Deborah	9/1/2016	Completion of the TLC process with sign-in sheets and participation	5/15/2017 every-3-weeks
G1.B4.S1.A4 A303863	Reports will be used to deploy intervention lessons with IReady Reading and Math	Parmenter, Deborah	8/15/2016	Observations and inclusion of interventions in lesson plans	5/15/2017 biweekly
G1.B4.S2.MA1 M309220	Quality of lesson plans and instruction will be monitored	Parmenter, Deborah	8/10/2016	Lesson plan checklist kept by principal; Observations will reflect targeted planning; I Observation teacher pre and post conference on formal observation	5/15/2017 weekly
G1.B4.S2.MA1 M309221	Guided Planning and Data Meetings will include a member of the Literacy Team to monitor for fidelity	Parmenter, Deborah	8/10/2016	Agendas and sign-in sheets will be collected	5/15/2017 biweekly
G1.B4.S2.A1 A303864	Create a schedule of dedicated time for the purpose of Collaborative Planning for Math and Science...	Parmenter, Deborah	8/18/2016	Sign-in sheets from collaborative planning, observations and lesson plans	5/15/2017 biweekly
G1.B4.S2.A2 A303865	Create a schedule of dedicated time for the purpose of Collaborative Planning for ELA with District...	Alvarez, Sherree	8/8/2016	Sign-in sheets from collaborative planning, observations and lesson plans	5/15/2017 one-time
G1.B4.S2.A3 A303866	Hold data meetings to review program reports and make planning decisions on intervention lessons.	Parmenter, Deborah	8/25/2016	Meeting minutes, intervention lesson plans, gains appearing on program reports	5/15/2017 biweekly

V. 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 maximizing student engagement through Embedding Formative Assessment and Vocabulary Strategies... THEN there will be an increase in teaching effectiveness and student achievement as evidenced by an FSA score of at least 62% proficient in Reading, 62% proficient in Math, and 59% proficient in Science.

G1.B4 Learning curve to new strategies and managing IReady intervention

G1.B4.S1 Increase student engagement and make teaching more responsive to the needs of students through teachers embracing targeted professional development

PD Opportunity 1

A 16 session Teacher Learning Community from Dylan William's Embedding Formative Assessment will be conducted and attended by all teachers.

Facilitator

Stephanie Nash, 1st grade teacher

Participants

K-5 Teachers and EE Teacher

Schedule

Every 3 Weeks, from 9/1/2016 to 5/15/2017

PD Opportunity 2

A PLC for Max Thompson's Learning Focused Training, Vocabulary, will be conducted and attended by all teachers.

Facilitator

Deborah Parmenter

Participants

K-5 Teachers and EE Teacher

Schedule

Triannually, from 9/23/2016 to 2/17/2017

PD Opportunity 3

Introductory in-service will be provided on Eureka Math and implementation will occur in 4th and 5th grades.

Facilitator

Heather Eison and Marie Appling

Participants

4th and 5th grade teachers

Schedule

On 8/4/2016

PD Opportunity 4

Reports will be used to deploy intervention lessons with IReady Reading and Math

Facilitator

IReady representative

Participants

K-5 teachers and EE teacher

Schedule

Biweekly, from 8/15/2016 to 5/15/2017

VI. Technical Assistance Items

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