Brooksville Elementary School

2016-17 Schoolwide Improvement Plan

Brooksville Elementary School

885 N BROAD ST, Brooksville, FL 34601

https://www.hernandoschools.org/bes

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	78%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	29%

School Grades History

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

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 10/18/2016.

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.

Table of Contents

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 Brooksville Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	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.

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

b. 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.

2. School Environment

a. 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.

b. 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.

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.

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.

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.

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 20 classes per week have a session with their counselors. Discipline data are reviewed by SBLT at every meeting. Students who have serious or repeated disciplines are identified as students who need tiered supports for behavioral/emotional/social needs. Identified students receive interventions designed to match their particular 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.

B. Family and Community Engagement

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).

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. § 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

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.

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.

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
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	School Counselor
Peeler, Lisa	Administrative Support
Gibson, Patricia	Instructional Coach
Inmon, RIchard	Assistant Principal
	Psychologist

b. Duties

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

Jill Renihan (Principal) and Richard (RJ) Inmon (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 Resource Teacher. 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.

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.

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 RtI, Cindy Spano, School Behavior Specialist --Behavior RtI and Allison Gibson, School Psychologist.The IPS Team meets weekly.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Cindy Vandiver	Parent
Jill Renihan	Principal
John Vandiver	Parent
Eva Fuller	Parent
Carrie LaBarge	Education Support Employee
Cindy Spano	Education Support Employee
Mandy Leddington	Parent
Connie Jeppesen	Teacher
Kaylena Simmons	Parent
Mr. Tracy	Business/Community
Jenny Sue Myers	Parent

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

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.

b. 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.

c. 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.

2. 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 funds will be used to provide breakfast during testing, professional development opportunities, travel for conferences, incentives and student planners.

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
Renihan, Jill	Principal
Lovelock, Nancy	Instructional Media
Abel, Elizabeth	Teacher, K-12
Hall, Sherri	Teacher, K-12
Massey, Cathy	Teacher, K-12
Deleveaux, Jolie	Teacher, K-12
Gibson, Patricia	Instructional Coach

b. Duties

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

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.

D. 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).

1. 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. Early release days will provide teachers an opportunity to vertically team and align required tasks to highly rigorous standards.

2. 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

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

Newly hired teachers are provided mentoring by a district-trained instructional facilitator. For BES, Patricia Gibson, ELA Instructional Coach provides a deeper level of direct support to mentees including modeling planning and presentation of lessons. Administration and district support specialists work with the school's mentor to identify necessary supports for the school year. Planned mentoring activities include but are note limited to classroom observations and developing an understanding of the Charolette Danielson Teacher Evaluation rubric.

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.

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 and teacher-leaders 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.

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 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.

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: 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 assessments indicates that Math is a strength for BES -- 62% of students demonstrated proficiency. Integration of information is an area which needs our focus during extended day based upon the data indicating BES earned approximately 30% of available point in this strand.

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.

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. § 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.

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.

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.

N/A

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

N/A

3. 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

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

N/A

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"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Brooksville Elementary School will provide rigorous, standards-based instruction resulting in increased student achievement.

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. Brooksville Elementary School will provide rigorous, standards-based instruction resulting in increased student achievement. 1a

🔍 G084328

Targets Supported 1b

Indicator	Annual Target
Attendance rate	94.5
One or More Suspensions	1.5
Non-proficient Reading by Grade 03	11.0
FSA ELA Achievement	50.0
ELA Achievement District Assessment	87.0
FCAT 2.0 Science Proficiency	54.0

Targeted Barriers to Achieving the Goal 3

- Teacher planning is not consistently driven by the questions, "What will the students be doing during the lesson at a level of rigor that matches the standards?' nor "What will the students have done at the end of the lesson that indicates their mastery of rigorous standards?"

- 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.

- Professional development strategies have not consistently been observed being utilized in instructional delivery.

- Teachers are not thoroughly comfortable with teaching the writing process.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Job-embedded professional development

- Title I -- Title I Facilitator, Instructional Practices Coach - ELA, Resource Teacher - Math, Resource Teacher - ELA, Extended Learning,

- MTSS

- Fluid Walls for RtI

- One hour of uninterrupted planning time each week.

- Collaborative school culture focused on writing in all content areas.

Plan to Monitor Progress Toward G1. 8

Progress monitoring data will indicate students are making adequate progress toward learning gains and mastery of standards.

Person Responsible

Jill Renihan

Schedule

Triannually, from 9/1/2016 to 5/11/2017

Evidence of Completion

Student data reports from progress monitoring tools, i.e., SAM - Math/Science, DELAW - Writing, I-Ready -- ELA/Math.

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 provide rigorous, standards-based instruction resulting in increased student achievement. [1]

🔑 G084328

G1.B1 Teacher planning is not consistently driven by the questions, "What will the students be doing during the lesson at a level of rigor that matches the standards?' nor "What will the students have done at the end of the lesson that indicates their mastery of rigorous standards?" [2]

🔑 B224059

G1.B1.S1 Teachers will collaboratively set learning goals at a high level of rigor which are directly tied to upcoming standards. [4]

🔑 S236446

Strategy Rationale

When teachers select learning goals together, there will be an increased focus on what students are doing and how well they must do it to ensure mastery of the content/standards.

Action Step 1 [5]

During monthly Admin-led PD/Data Chats, teachers will set learning rigorous learning goals aligned to standards. After the first month, teachers will review student progress toward learning goals and plan to reteach/enrich students depending upon their mastery level.

Person Responsible

Jill Renihan

Schedule

Monthly, from 9/15/2016 to 5/18/2017

Evidence of Completion

Copies of learning plans and data reviews will be collected from each team, each month.

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

During monthly PD led by administration, teachers will complete learning goal reviews and goal setting.

Person Responsible

Jill Renihan

Schedule

Monthly, from 9/1/2016 to 5/11/2017

Evidence of Completion

Learning Goal sheets will be collected from each team, each month.

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

Team planning meetings will select upcoming focus standards for the learning goal plans.

Person Responsible

RIchard Inmon

Schedule

Monthly, from 9/13/2016 to 5/11/2017

Evidence of Completion

Team leaders will provide a copy of minutes from the meeting during which focus standards are selected.

G1.B2 Authentic formative assessments (checks for understanding) have not been fully integrated into instructional delivery. [2]

🔍 B224060

G1.B2.S1 Embed modeled use of checks for understanding into every group meeting -- professional development, team meetings, SBLT, faculty meetings. [4]

🔍 S236447

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

RIchard Inmon

Schedule

Monthly, from 9/6/2016 to 5/2/2017

Evidence of Completion

Faculty meeting agendas.

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

SBLT will select formative assessment strategy to be highlighted at upcoming faculty meeting.

Person Responsible

RIchard Inmon

Schedule

Monthly, from 9/6/2016 to 5/2/2017

Evidence of Completion

Faculty meeting minutes/agendas

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

SBLT will engage in walkthroughs looking for modeled checks for understanding.

Person Responsible

RIchard Inmon

Schedule

Monthly, from 9/13/2016 to 5/23/2017

Evidence of Completion

SBLT/SIP Walkthrough Data sheets will be collated and shared with faculty at following faculty meetings.

G1.B3 Differentiated instruction and reteaching strategies are not consistently utilized so that students demonstrate mastery learning (80% of students earning 70% or better). 2

🔍 B224061

G1.B3.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

🔍 S236448

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 review of data to drive instruction, including reteaching to ensure student mastery of the standards

Person Responsible

Patricia Gibson

Schedule

Monthly, from 8/18/2016 to 5/11/2017

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

Patricia Gibson

Schedule

Monthly, from 8/18/2016 to 5/11/2017

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 8/18/2016 to 5/11/2017

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 9/29/2016 to 5/11/2017

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.B3.S1 `6`

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

Person Responsible

Jill Renihan

Schedule

Weekly, from 9/1/2016 to 5/18/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

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

Person Responsible

Jill Renihan

Schedule

Weekly, from 8/18/2016 to 5/18/2017

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.B3.S1 `6`

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

Person Responsible

Jill Renihan

Schedule

Monthly, from 9/1/2016 to 5/18/2017

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.B3.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

Weekly, from 8/18/2016 to 5/18/2017

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.B3.S1 `7`

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

Person Responsible

Jill Renihan

Schedule

Quarterly, from 10/13/2016 to 5/25/2017

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.B3.S1 `7`

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

Person Responsible

Jill Renihan

Schedule

Monthly, from 9/1/2016 to 5/18/2017

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.B4 Students have limited exposure to complex text and struggle to correctly cite text-based evidence.
2

🔍 B224062

G1.B4.S1 Provide professional development and follow-up coaching related to close reads with complex text. 4

🔍 S236449

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

Every 2 Months, from 8/25/2016 to 5/11/2017

Evidence of Completion

Walkthrough data will indicate that the strategy is being utilized.

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

Monthly meetings with ELA Instructional Practices Coach will ensure PD and coaching have occurred.

Person Responsible

Jill Renihan

Schedule

Monthly, from 9/2/2016 to 5/5/2017

Evidence of Completion

Coaching logs and meeting minutes will be maintained as evidence that close read PD and ongoing support have been provided.

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

Teachers who continue to struggle with engaging in close reads of complex text will be provided more intensive supports through the coaching/professional improvement process.

Person Responsible

Jill Renihan

Schedule

Biweekly, from 11/1/2016 to 5/18/2017

Evidence of Completion

Coaching notes and Professional Improvement Plan documentation will be maintained.

G1.B5 Professional development strategies have not consistently been observed being utilized in instructional delivery. 2

🔍 B224063

G1.B5.S1 Provide feedback to teachers through team and individual conferences regarding the monthly PD focus. 4

🔍 S236450

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 9/6/2016 to 5/9/2017

Evidence of Completion

Walkthrough data and conference minutes.

Action Step 2 5

Follow up PD activity with in-classroom coaching.

Person Responsible

Patricia Gibson

Schedule

Weekly, from 9/12/2016 to 5/12/2017

Evidence of Completion

Coaches log review.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 `6`

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

Person Responsible

Jill Renihan

Schedule

Monthly, from 9/6/2016 to 5/2/2017

Evidence of Completion

SBLT Walkthrough data will indicate teachers' use of strategies from the PD focus.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

Teachers will be surveyed twice annually to determine the effectiveness of provided pd strategies/ skills.

Person Responsible

Schedule

Evidence of Completion

G1.B6 Teachers are not thoroughly comfortable with teaching the writing process. `2`

🔑 B224064

G1.B6.S1 Teachers will be provided professional development on the writing process as well as ongoing support through the use of the SWAP process. `4`

🔑 S236451

Strategy Rationale

When teachers have a deeper understanding of developing writing skills, their students will be engaged more often and more effectively in the writing process.

Action Step 1 `5`

Teachers will attend a professional development activity related to the writing process -- planning, drafting, editing, peer editing, publishing. Teachers will receive ongoing support through SWAP and discussion so that they may develop students' writing to include more complex vocabulary and sentence structure.

Person Responsible

Patricia Gibson

Schedule

Monthly, from 9/28/2016 to 5/11/2017

Evidence of Completion

Sign in sheets will indicate teachers attended the training. PLC minutes and PD sign in sheets will indicate teachers' participation in ongoing support activities.

Action Step 2 `5`

Students will engage in improved writing to explain across all content areas with an emphasis on comparing/contrasting multiple sources of rigorous text in core subjects.

Person Responsible

Patricia Gibson

Schedule

Weekly, from 8/22/2016 to 5/19/2017

Evidence of Completion

Student writing samples will demonstrate increased complexity of vocabulary and sentence structure.

Plan to Monitor Fidelity of Implementation of G1.B6.S1 `6`

SBLT will conduct walkthroughs in hallways focused on writing samples on display.

Person Responsible

Patricia Gibson

Schedule

Biweekly, from 9/6/2016 to 5/16/2017

Evidence of Completion

SBLT will develop a rubric to rate the writing samples on display. The rubric will address vocabulary complexity, sentence structure, connection of writing to prompt/task, conventions, connection of multiple sources of text.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 `7`

SBLT will engage in Writing Walkthroughs 4 times per year. 100% of grade levels will earn improved scores on the writing rubric as assessed during each walkthrough.

Person Responsible

Schedule

Quarterly, from 10/13/2016 to 5/19/2017

Evidence of Completion

Writing walkthrough rubric.

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.B5.S1.MA1 🔍 M310958	Teachers will be surveyed twice annually to determine the effectiveness of provided pd...		No Start Date		No End Date one-time
G1.B2.S1.MA1 🔍 M310949	SBLT will select formative assessment strategy to be highlighted at upcoming faculty meeting.	Inmon, RIchard	9/6/2016	Faculty meeting minutes/agendas	5/2/2017 monthly
G1.B2.S1.A1 🔍 A304997	At least one formative assessment method will be modeled at each faculty meeting.	Inmon, RIchard	9/6/2016	Faculty meeting agendas.	5/2/2017 monthly
G1.B5.S1.MA1 🔍 M310959	Agendas from Team meetings, faculty meetings and SBLT will indicate walkthrough data review.	Renihan, Jill	9/6/2016	SBLT Walkthrough data will indicate teachers' use of strategies from the PD focus.	5/2/2017 monthly
G1.B4.S1.MA1 🔍 M310957	Monthly meetings with ELA Instructional Practices Coach will ensure PD and coaching have occurred.	Renihan, Jill	9/2/2016	Coaching logs and meeting minutes will be maintained as evidence that close read PD and ongoing support have been provided.	5/5/2017 monthly
G1.B5.S1.A1 🔍 A305003	Increase consistently scheduled feedback opportunities to review walkthrough data.	Renihan, Jill	9/6/2016	Walkthrough data and conference minutes.	5/9/2017 monthly
G1.MA1 🔍 M310962	Progress monitoring data will indicate students are making adequate progress toward learning gains...	Renihan, Jill	9/1/2016	Student data reports from progress monitoring tools, i.e., SAM - Math/ Science, DELAW - Writing, I-Ready -- ELA/Math.	5/11/2017 triannually
G1.B1.S1.MA1 🔍 M310946	Team planning meetings will select upcoming focus standards for the learning goal plans.	Inmon, RIchard	9/13/2016	Team leaders will provide a copy of minutes from the meeting during which focus standards are selected.	5/11/2017 monthly
G1.B1.S1.MA1 🔍 M310947	During monthly PD led by administration, teachers will complete learning goal reviews and goal...	Renihan, Jill	9/1/2016	Learning Goal sheets will be collected from each team, each month.	5/11/2017 monthly
G1.B3.S1.A1 🔍 A304998	Each PD cycle will include a review of data to drive instruction, including reteaching to ensure...	Gibson, Patricia	8/18/2016	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.	5/11/2017 monthly
G1.B3.S1.A2 🔍 A304999	Model Mastery Teaching in classrooms using the coaching cycle	Gibson, Patricia	8/18/2016	Video of modeled lessons will be used within PD activities and follow-up discussions with selected teachers.	5/11/2017 monthly
G1.B3.S1.A3 🔍 A305000	Increase the use of effective checks for understanding in Reading/ Language Arts.	Gibson, Patricia	8/18/2016	Walkthrough data will indicate that checks for understanding are being utilized.	5/11/2017 monthly
G1.B3.S1.A4 🔍 A305001	Develop Differentiated Centers for Math	DeNote, Carrie	9/29/2016	Sign in sheets from Math Center Make and Take workshops. Walkthrough data and lesson plan review will reflect differentiated centers.	5/11/2017 every-2-months
G1.B4.S1.A1 🔍 A305002	Provide professional development opportunities and follow-up coaching in close reading strategies.	Gibson, Patricia	8/25/2016	Walkthrough data will indicate that the strategy is being utilized.	5/11/2017 every-2-months
G1.B6.S1.A1 🔍 A305005	Teachers will attend a professional development activity related to the writing process --...	Gibson, Patricia	9/28/2016	Sign in sheets will indicate teachers attended the training. PLC minutes and PD sign in sheets will indicate teachers' participation in ongoing support activities.	5/11/2017 monthly
G1.B5.S1.A2 🔍 A305004	Follow up PD activity with in-classroom coaching.	Gibson, Patricia	9/12/2016	Coaches log review.	5/12/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B6.S1.MA1 M310961	SBLT will conduct walkthroughs in hallways focused on writing samples on display.	Gibson, Patricia	9/6/2016	SBLT will develop a rubric to rate the writing samples on display. The rubric will address vocabulary complexity, sentence structure, connection of writing to prompt/task, conventions, connection of multiple sources of text.	5/16/2017 biweekly
G1.B1.S1.A1 A304996	During monthly Admin-led PD/Data Chats, teachers will set learning rigorous learning goals aligned...	Renihan, Jill	9/15/2016	Copies of learning plans and data reviews will be collected from each team, each month.	5/18/2017 monthly
G1.B3.S1.MA6 M310951	Walkthrough Data from the ELA blocks will be shared with each grade level during monthly pd...	Renihan, Jill	9/1/2016	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	5/18/2017 monthly
G1.B3.S1.MA1 M310952	Ongoing professional development activities will reflect an emphasis on teaching the standards to...	Renihan, Jill	9/1/2016	Sign-in sheets and agendas for the PD topics for the school year.	5/18/2017 weekly
G1.B3.S1.MA2 M310953	Frequent walkthroughs will be conducted to view ongoing teaching of standards to mastery level.	Renihan, Jill	8/18/2016	Walkthrough Data targeting checks for understanding, differentiated center activities, and targeted small group instruction will be collected and analyzed.	5/18/2017 weekly
G1.B3.S1.MA4 M310954	Monthly learning goal plan reviews will ensure lessons are driven by the Florida Standards.	Renihan, Jill	9/1/2016	Lesson plans will be reviewed to determine that they are driven by the Florida Standards.	5/18/2017 monthly
G1.B3.S1.MA5 M310955	More frequent walkthroughs during the ELA block will focus on mastery teaching, quick checks to...	Renihan, Jill	8/18/2016	Daily walkthrough data collected by Principal, Assistant Principal, ELA Instructional Coach, District Reading Coach and other support staff.	5/18/2017 weekly
G1.B4.S1.MA1 M310956	Teachers who continue to struggle with engaging in close reads of complex text will be provided...	Renihan, Jill	11/1/2016	Coaching notes and Professional Improvement Plan documentation will be maintained.	5/18/2017 biweekly
G1.B6.S1.MA1 M310960	SBLT will engage in Writing Walkthroughs 4 times per year. 100% of grade levels will earn improved...		10/13/2016	Writing walkthrough rubric.	5/19/2017 quarterly
G1.B6.S1.A2 A305006	Students will engage in improved writing to explain across all content areas with an emphasis on...	Gibson, Patricia	8/22/2016	Student writing samples will demonstrate increased complexity of vocabulary and sentence structure.	5/19/2017 weekly
G1.B2.S1.MA1 M310948	SBLT will engage in walkthroughs looking for modeled checks for understanding.	Inmon, RIchard	9/13/2016	SBLT/SIP Walkthrough Data sheets will be collated and shared with faculty at following faculty meetings.	5/23/2017 monthly
G1.B3.S1.MA1 M310950	Student performance data should indicate mastery learning (80% or more students achieving 70% or...	Renihan, Jill	10/13/2016	Weekly assessment data from curricular materials will be compared to ongoing progress monitoring results which should reflect mastery learning by students.	5/25/2017 quarterly

V. Professional Development Opportunities

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

G1. Brooksville Elementary School will provide rigorous, standards-based instruction resulting in increased student achievement.

G1.B3 Differentiated instruction and reteaching strategies are not consistently utilized so that students demonstrate mastery learning (80% of students earning 70% or better).

G1.B3.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 review of data to drive instruction, including reteaching to ensure student mastery of the standards

Facilitator

Patricia Gibson

Participants

Whole Faculty

Schedule

Monthly, from 8/18/2016 to 5/11/2017

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 8/18/2016 to 5/11/2017

PD Opportunity 3

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

Facilitator

Patricia Gibson

Participants

Whole Faculty

Schedule

Monthly, from 8/18/2016 to 5/11/2017

PD Opportunity 4

Develop Differentiated Centers for Math

Facilitator

Carrie DeNote

Participants

Whole Faculty

Schedule

Every 2 Months, from 9/29/2016 to 5/11/2017

G1.B4 Students have limited exposure to complex text and struggle to correctly cite text-based evidence.

G1.B4.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

Every 2 Months, from 8/25/2016 to 5/11/2017

G1.B6 Teachers are not thoroughly comfortable with teaching the writing process.

G1.B6.S1 Teachers will be provided professional development on the writing process as well as ongoing support through the use of the SWAP process.

PD Opportunity 1

Teachers will attend a professional development activity related to the writing process -- planning, drafting, editing, peer editing, publishing. Teachers will receive ongoing support through SWAP and discussion so that they may develop students' writing to include more complex vocabulary and sentence structure.

Facilitator

Patricia Gibson, BES IPC for ELA, Michele Ritenberry, District Reading Coach for BES

Participants

Grades 3/4/5 initially, then Grades K-2

Schedule

Monthly, from 9/28/2016 to 5/11/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	During monthly Admin-led PD/Data Chats, teachers will set learning rigorous learning goals aligned to standards. After the first month, teachers will review student progress toward learning goals and plan to reteach/enrich students depending upon their mastery level.	$0.00
2	G1.B2.S1.A1	At least one formative assessment method will be modeled at each faculty meeting.	$0.00
3	G1.B3.S1.A1	Each PD cycle will include a review of data to drive instruction, including reteaching to ensure student mastery of the standards	$65,000.00

Function	Object	Budget Focus	Funding Source	FTE	2016-17
		District-Wide	Title I, Part A		$65,000.00
		Notes: Instructional Coach for ELA			

4	G1.B3.S1.A2	Model Mastery Teaching in classrooms using the coaching cycle	$0.00
5	G1.B3.S1.A3	Increase the use of effective checks for understanding in Reading/Language Arts.	$0.00
6	G1.B3.S1.A4	Develop Differentiated Centers for Math	$0.00
7	G1.B4.S1.A1	Provide professional development opportunities and follow-up coaching in close reading strategies.	$0.00
8	G1.B5.S1.A1	Increase consistently scheduled feedback opportunities to review walkthrough data.	$0.00
9	G1.B5.S1.A2	Follow up PD activity with in-classroom coaching.	$0.00
10	G1.B6.S1.A1	Teachers will attend a professional development activity related to the writing process -- planning, drafting, editing, peer editing, publishing. Teachers will receive ongoing support through SWAP and discussion so that they may develop students' writing to include more complex vocabulary and sentence structure.	$0.00
11	G1.B6.S1.A2	Students will engage in improved writing to explain across all content areas with an emphasis on comparing/contrasting multiple sources of rigorous text in core subjects.	$0.00
		Total:	$65,000.00