

Orange County Public Schools

Brookshire Elementary



2017-18 Schoolwide Improvement Plan

Brookshire Elementary

2500 CADY WAY, Winter Park, FL 32792

<https://brookshirees.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	53%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	B*	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 Orange County School Board.

SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	33
Appendix 2: Professional Development and Technical Assistance Outlines	35
Professional Development Opportunities	35
Technical Assistance Items	37
Appendix 3: Budget to Support Goals	40

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Brookshire Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the nation.

2. School Environment

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

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

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

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

Student expectations are communicated daily by teachers and administrators through planners, morning announcements and newsletters. Brookshire has also implemented CHAMPS Classroom Management system to establish consistent expectations school wide to help students feel safe and respected while at school.

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.

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

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.

To meet the social-emotional needs of all students, Brookshire Elementary provides learning opportunities and resources such as an on-site counseling service called CHILL to families of students with disabilities as a result of needs assessments and student data. The CHILL program (Community Help & Intervention in Life's Lessons) is a free counseling program for students of all ages in the public schools serving Winter Park and neighboring communities who need help with issues such as divorce, grief and loss, low self-esteem, anger management and depression. CHILL Counselors focus on prevention and early intervention programs. Students can be referred to the CHILL program by teachers, school administrators, school social workers, SAFE Coordinators, parents, school psychologists, behavior specialists and nurses. Students also can refer themselves to the program. Individual and group counseling takes place during the school day, preferably during "elective" classes so students don't miss any core classes.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Brookshire Elementary's faculty and staff understand the correlation between student contact time and student achievement. The goal is to continue to decrease the number of lost instructional days for students during the 2017–2018 school year due to attendance and suspension. Attendance is monitored by classroom teachers and administration. According to the Enterprise Data Warehouse System, Brookshire had a 95.18% daily attendance rate for the 2016-2017 school year. For those students not meeting this measure, Child Study Team meetings are held with the parent, administrator, teacher and the school social worker.

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

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	8	14	13	2	7	13	0	0	0	0	0	0	0	57
One or more suspensions	0	0	0	1	2	5	0	0	0	0	0	0	0	8
Course failure in ELA or Math	10	5	2	12	4	5	0	0	0	0	0	0	0	38
Level 1 on statewide assessment	0	0	0	18	14	21	0	0	0	0	0	0	0	53

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	3	1	0	10	6	10	0	0	0	0	0	0	0	30

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

Brookshire Elementary's faculty frequently progress monitor student achievement during weekly PLC meetings. Data from class assignments and assessments (formative/summative) allow teachers to differentiate instruction for individual students by need. The MTSS and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities. The following are resources/strategies employed at Brookshire Elementary to help improve academic performance:

Community Resources (CHILL, School Resource Officer)
Parent Conferences (academic, attendance and behavior)
District Resources (Social Worker and School Psychologist)
Daily Intervention and Enrichment
Multi-Tiered System of Support (academics and behavior)
After-school tutoring (reading and math)
Students placed with high performing teachers
Tier 2 iReady
Tier 3 Voyager
Retained students are monitored by administration
Small group intervention using "Walk to" model during FBS/Enrichment
Adult Champion

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Brookshire Elementary has an active Parent-Teacher Association and has high parental involvement for extra-curricular activities. The goal is to increase the number of parents volunteering during the school day to help students be successful. During the 2016-2017 school year, Brookshire Elementary logged 3421 ADDitions hours.

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.

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

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Lower, Rebecca	Teacher, ESE
Mulchrone, Susan	Principal
Pauley, Deanna	Instructional Coach
Christner, Beth	Instructional Coach
Mosquera, Andria	Instructional Coach
Oleson, Jennifer	Assistant Principal
Rusler, Patty	Teacher, ESE

b. Duties

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

Principal/Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing the MTSS process with fidelity, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, and guarantees adequate professional development to support implementation and communicates with parents regarding school-based MTSS plans and activities. School administrators ensure that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans.

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

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

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

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

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

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

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.

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

Title II Funds:

Teachers at Brookshire Elementary will be able to participate in professional development in i-Ready (math and reading). The purpose of the professional development is to provide teachers the opportunity to understand the program, read and analyze reports and change their instruction based on individual student diagnostic data. Data will be gathered daily by teachers as students work throughout the year. Reading and Math resource teachers will collect school wide data weekly and teachers will meet with administrators about their data monthly. The desired outcome is that the use of the supplemental intervention programs will facilitate the increased proficiency of students in both math and reading in every Annual Measurable Objectives (AMO) for all subgroups.

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

Supplemental Academic Instruction (SAI) Funds:

Funds will be used to purchase supplemental reading intervention materials.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ann Stevens	Parent
Susan Mulchrone	Principal
Shannon MacDonald	Parent
Kristopher Kest	Business/Community
Kara Mckinney	Parent
Nicole Barnes	Parent
Laraine Greifinger	Teacher
Jeanette Perez	Teacher
Katie Farmand	Parent
Millie Carpena	Education Support Employee
Ana Castro	Parent
Betty Walsh	Teacher
Diane Shier	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

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

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

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

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
Mulchrone, Susan	Principal
Mihailoff, Melodie	Teacher, K-12
Lenfest, Peggy	Teacher, K-12
Pauley, Deanna	Instructional Coach
Powell, Gary	Teacher, K-12
Kelley, Jennifer	Teacher, K-12
Schulenberg, Jill	Teacher, K-12
Sirota, Lori	Teacher, K-12
Christner, Beth	Instructional Coach

b. Duties

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

The two major initiatives of the Literacy Leadership Team (LLT) this year are to implement the Florida Standards in grades K-5 as well as support teachers in choosing appropriate content specific complex texts and assign standards-aligned tasks, model close reading strategies and tools, observe peers and modify instructional practice based on student evidence and professional learning through being a member of the DPLC.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

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

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

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

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

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

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.

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

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.

It is the expectation of Brookshire's administrative team that teachers differentiate instruction for math and reading utilizing guided math and reading groups with the gradual release model to scaffold instruction. Utilizing formative assessments and other resources such as iReady, teachers are able to differentiate instruction for each student in their classroom. An MTSS and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities. Data disaggregation meetings, instructional best practices, iReady, PLC meetings, and DPLC meetings and Professional Development, before and after school tutoring are some of the resources and strategies used to meet individual student needs while increasing student achievement.

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: 1,080

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pauley, Deanna, deanna.pauley@ocps.net

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

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

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.

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

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

Career and technology information is supported by Brookshire Elementary utilization of the STEM lab for hands on projects. Project Lead the Way, and 3D printer curriculum.

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

By incorporating STEM activities, we have integrated career and technical education through the math and science subject areas. Students and teachers correlate and make connections between standards learned in math and science to the information presented in the activities that take place.

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.

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.** Increase Mathematics and Science proficiency in all subgroups (OCPS Division Priority: Accelerate Student Performance).
- G2.** Increase ELA and Mathematics learning gains in the lowest 25% of students (OCPS Division Priority: Narrow Achievement Gaps).
- G3.** Increase ELA proficiency in all subgroups (OCPS Division Priorities: Ensure Career and College Readiness).

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. Increase Mathematics and Science proficiency in all subgroups (OCPS Division Priority: Accelerate Student Performance). 1a

G095275

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	75.0
FCAT 2.0 Science Proficiency	76.0

Targeted Barriers to Achieving the Goal 3

- Lack of standards based academic vocabulary instruction, writing across the curriculum, and teacher feedback on learning goals.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Common Formative Assessment
- Common Summative Assessments
- i-Ready
- Interactive Technology
- Stem Lab
- Science Bootcamp
- Math Bootcamp
- Academic Notebooks with Feedback
- Gifted Enrichment Classes
- Curriculum Closet
- Collaborative Teams
-

Plan to Monitor Progress Toward G1. 8

Monitor common assessments, i-Ready data, and FSA data.

Person Responsible

Susan Mulchrone

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Standards Based Academic Notebooks, writing prompts, common assessments, i-Ready data, and FSA data.

G2. Increase ELA and Mathematics learning gains in the lowest 25% of students (OCPS Division Priority: Narrow Achievement Gaps). 1a

G095276

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	62.0
Math Lowest 25% Gains	62.0

Targeted Barriers to Achieving the Goal 3

- Lack of sufficient Tier II and Tier III instruction implemented in ELA and Mathematics during FBS block.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development Program
- i-Ready
- Voyager Passport
- "Walk To" model for intervention
- MTSS process
- Math Bootcamp
- FCRR
- Curriculum Closet
- Journey's Intervention
- Journey's ELL
- Common Formative Assessments
- Collaborative Teams
- Imagine Learning

Plan to Monitor Progress Toward G2. 8

Common Formative Assessments, Common Summative Assessments, i-Ready data, Academic Notebooks, and classroom observations will be used to evaluate the progress of the lowest 25% of students.

Person Responsible

Susan Mulchrone

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Common Formative Assessments, Common Summative Assessments, i-Ready data, Academic Notebooks, and iObservation data will be used as evidence.

G3. Increase ELA proficiency in all subgroups (OCPS Division Priorities: Ensure Career and College Readiness). 1a

G095277

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	76.0

Targeted Barriers to Achieving the Goal 3

- Lack of close reading strategies and ability to select content specific complex texts.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches
- i-Ready
- Standards Based Academic Notebooks with Feedback
- District Professional Learning Community Development
- Voyager Passport
- FCRR
- Journeys Intervention
- Journeys ELL
- Imagine Learning

Plan to Monitor Progress Toward G3. 8

Common Formative Assessments, Common Summative Assessments, i-Ready data, Academic Notebooks, and classroom observations will be used to measure the ELA proficiency in all subgroups.

Person Responsible

Susan Mulchrone

Schedule

Weekly, from 9/5/2017 to 5/30/2018

Evidence of Completion

Common Formative Assessments, Common Summative Assessments, i-Ready data, Academic Notebooks, iObservation data, and Imagine Learning data will be used as evidence.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase Mathematics and Science proficiency in all subgroups (OCPS Division Priority: Accelerate Student Performance). 1

G095275

G1.B2 Lack of standards based academic vocabulary instruction, writing across the curriculum, and teacher feedback on learning goals. 2

B256463

G1.B2.S1 Teachers will implement Marzano's high yield vocabulary strategies for standards based academic vocabulary acquisition in standards based academic notebooks. 4

S271237

Strategy Rationale

Students lack knowledge of the academic vocabulary required to show proficiency of the Florida Standards.

Action Step 1 5

Teachers will receive professional development on implementing Marzano's high yield vocabulary strategies in the student's standards based academic notebooks.

Person Responsible

Susan Mulchrone

Schedule

On 8/7/2017

Evidence of Completion

PD Sign-in sheet, academic notebooks

Action Step 2 5

Teachers will use Marzano's high yield vocabulary strategies for acquisition of academic vocabulary in standards based academic notebooks.

Person Responsible

Susan Mulchrone

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Standards Based Academic Notebooks, writing prompts, common assessments, i-Ready data, and FSA data.

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

Weekly checks on standards based academic notebooks in all classes.

Person Responsible

Susan Mulchrone

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Standards Based Academic Notebooks

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

Standards based academic notebooks, Common assessments, i-Ready Diagnostics, and writing prompts will be monitored for effectiveness of Marzano's high yield academic vocabulary acquisition strategies.

Person Responsible

Susan Mulchrone

Schedule

Biweekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Standards based academic notebooks, Common assessments, i-Ready Diagnostics, writing prompts

G1.B2.S2 Teachers will implement writing across the curriculum and teacher feedback related to the learning goals using standards based academic notebooks. 4

S271238

Strategy Rationale

Students need more rigorous activities in the classroom. To raise the level of rigor in the classroom, we will have students write across the curriculum and keep academic notebooks. Students will receive teacher feedback on their performance related to the learning goals.

Action Step 1 5

Teachers will have professional development in writing across the curriculum and implementing standards based academic notebooks.

Person Responsible

Susan Mulchrone

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Agendas, sign-in sheets, lesson plans, standards based academic notebooks, writing prompts

Action Step 2 5

Teachers will implement standards based academic notebooks with vocabulary and feedback related to the performance towards the learning goals from the standards.

Person Responsible

Susan Mulchrone

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Lesson plans, iObservation data, Standards Based Academic Notebooks, MAP data, i-Ready data, FSA data

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Weekly checks on standards based academic notebooks in all classes.

Person Responsible

Susan Mulchrone

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Standards Based Academic Notebooks

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Standards Based Academic Notebooks which includes academic vocabulary, writing across the curriculum and teacher feedback on learning goals.

Person Responsible

Susan Mulchrone

Schedule

On 5/30/2018

Evidence of Completion

Standards Based Academic Notebooks, writing prompts, lesson plans, iObservation data, iReady data, FSA data

G2. Increase ELA and Mathematics learning gains in the lowest 25% of students (OCPS Division Priority: Narrow Achievement Gaps). 1

G095276

G2.B1 Lack of sufficient Tier II and Tier III instruction implemented in ELA and Mathematics during FBS block. 2

B256464

G2.B1.S1 Teachers will use resources such as: i-Ready toolbox, i-Ready tools for instruction, FCRR activities, Journey's interventions, Journey's ELL, Voyager Passport, Imagine Learning, and Go Math to use during the FBS block. 4

S271239

Strategy Rationale

Teachers need to have resources and the knowledge to be able to appropriately utilize research based interventions to help students eliminate deficiencies and master core instruction.

Action Step 1 5

Teachers will use research based interventions during the FBS block to help students eliminate deficiencies and master core instruction.

Person Responsible

Susan Mulchrone

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Lesson plans, common assessment data, i-Ready data, Voyager Passport, and Imagine Learning

Action Step 2 5

Progress monitor the results of the research based interventions for each student to determine effectiveness.

Person Responsible

Susan Mulchrone

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

iReady data , Imagine Learning, Voyager Passport

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Reteach assessments, progress monitoring and classroom observation will be used to monitor the fidelity for which research based interventions are being used.

Person Responsible

Susan Mulchrone

Schedule

Biweekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Reteach assessments, classroom observation data, and MTSS data

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Reteach assessments, progress monitoring, and classroom observation will be used to monitor implementation.

Person Responsible

Susan Mulchrone

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

PLC forms, Reteach Assessments, iObservation data, Progress monitoring, iReady

G2.B1.S2 Instructional coaches will help teachers analyze data, group students, and plan interventions to help students eliminate deficiencies in master core instruction. 4

 S271240

Strategy Rationale

Teachers need support analyzing data, grouping students, and planning interventions aimed at specific deficiencies. Instructional coaches will support teachers by helping them to establish the structure for systematic Tier II and Tier III instruction during the FBS/intervention time.

Action Step 1 5

Instructional coaches serve on all PLCs and will help teachers analyze data from CRMs, Imagine Learning, and i-Ready assessments to group students and plan interventions for the FBS block.

Person Responsible

Susan Mulchrone

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Sign in sheets, FBS lesson plans

Action Step 2 5

Teachers will work with Tier III students during the FBS block utilizing the "Walk to" model based on student needs.

Person Responsible

Susan Mulchrone

Schedule

Weekly, from 9/5/2017 to 5/30/2018

Evidence of Completion

Lesson plans, common assessment data, i-Ready data, Voyager Passport, and Imagine Learning

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

PLC forms and lesson plans will be used to monitor for implementation.

Person Responsible

Susan Mulchrone

Schedule

Weekly, from 9/5/2017 to 5/30/2018

Evidence of Completion

PLC forms, lesson plans, performance on CRMs, i-Ready, and Imagine Learning assessments.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Classroom observations, Common assessments, i-Ready, and Imagine Learning data will be monitored for effectiveness.

Person Responsible

Susan Mulchrone

Schedule

Weekly, from 9/5/2017 to 5/30/2018

Evidence of Completion

iObservation data, performance on common assessments, i-Ready data, and Imagine Learning data.

G3. Increase ELA proficiency in all subgroups (OCPS Division Priorities: Ensure Career and College Readiness). 1

G095277

G3.B1 Lack of close reading strategies and ability to select content specific complex texts. 2

B256466

G3.B1.S1 Implement the use of close reading strategies. 4

S271242

Strategy Rationale

Although overall ELA proficiency is high, there has not been measurable growth from the FSA assessment between 2016 to 2017.

Action Step 1 5

Teachers will learn to use close reading strategies and tools during their instruction.

Person Responsible

Susan Mulchrone

Schedule

Weekly, from 9/5/2017 to 5/30/2018

Evidence of Completion

Lesson plans, FSA data, observations, DPLC, agenda, Professional Development

Action Step 2 5

Teachers will reflect and modify instructional practice based on student evidence of using close reading strategies.

Person Responsible

Susan Mulchrone

Schedule

Weekly, from 9/5/2017 to 5/30/2018

Evidence of Completion

Lesson plans, FSA data, observations, DPLC, agenda, Professional Development

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Lesson plans, classroom observations, CRM assessment, i-Ready data , and Imagine Learning data will be monitored for effectiveness of implementation.

Person Responsible

Susan Mulchrone

Schedule

Weekly, from 9/5/2017 to 5/30/2018

Evidence of Completion

Lesson plans, classroom observations, CRM assessments, i-Ready data, and Imagine Learning data

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Lesson plans, classroom observations, CRM assessment, i-Ready data , and Imagine Learning data will be monitored for effectiveness of implementation.

Person Responsible

Susan Mulchrone

Schedule

Weekly, from 9/5/2017 to 5/30/2018

Evidence of Completion

Lesson plans, CRM data, i-Ready data, observation data, Imagine Learning data

G3.B1.S2 Implement the use of appropriate content specific complex texts with students. 4

S271243

Strategy Rationale

Although overall ELA proficiency is high, there has not been measurable growth from the FSA assessment between 2016 to 2017.

Action Step 1 5

Teachers will select content specific complex texts for students.

Person Responsible

Susan Mulchrone

Schedule

Weekly, from 9/5/2017 to 5/30/2018

Evidence of Completion

Classroom Observations, PLC notes, Lesson Plans

Action Step 2 5

Teachers will develop stand aligned learning tasks for students.

Person Responsible

Susan Mulchrone

Schedule

Weekly, from 9/5/2017 to 5/30/2018

Evidence of Completion

Lesson Plans, Exit Slips, PLC notes

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Time will be provided for the DPLC members to present Professional Development to the teachers.

Person Responsible

Susan Mulchrone

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Lesson Plans, PLC forms

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Exit slips, Projects, Standard-Aligned Learning Tasks

Person Responsible

Susan Mulchrone

Schedule

Biweekly, from 9/5/2017 to 5/30/2018

Evidence of Completion

Exit slips, Lesson plans, Common Assessments, Standard-Aligned Learning Tasks

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B2.S1.A1 A363560	Teachers will receive professional development on implementing Marzano's high yield vocabulary...	Mulchrone, Susan	8/7/2017	PD Sign-in sheet, academic notebooks	8/7/2017 one-time
G1.MA1 M388613	Monitor common assessments, i-Ready data, and FSA data.	Mulchrone, Susan	8/14/2017	Standards Based Academic Notebooks, writing prompts, common assessments, i-Ready data, and FSA data.	5/30/2018 weekly
G2.MA1 M388618	Common Formative Assessments, Common Summative Assessments, i-Ready data, Academic Notebooks, and...	Mulchrone, Susan	8/14/2017	Common Formative Assessments, Common Summative Assessments, i-Ready data, Academic Notebooks, and iObservation data will be used as evidence.	5/30/2018 weekly
G3.MA1 M388623	Common Formative Assessments, Common Summative Assessments, i-Ready data, Academic Notebooks, and...	Mulchrone, Susan	9/5/2017	Common Formative Assessments, Common Summative Assessments, i-Ready data, Academic Notebooks, iObservation data, and Imagine Learning data will be used as evidence.	5/30/2018 weekly
G1.B2.S1.MA1 M388609	Standards based academic notebooks, Common assessments, i-Ready Diagnostics, and writing prompts...	Mulchrone, Susan	8/14/2017	Standards based academic notebooks, Common assessments, i-Ready Diagnostics, writing prompts	5/30/2018 biweekly
G1.B2.S1.MA1 M388610	Weekly checks on standards based academic notebooks in all classes.	Mulchrone, Susan	8/14/2017	Standards Based Academic Notebooks	5/30/2018 weekly
G1.B2.S1.A2 A363561	Teachers will use Marzano's high yield vocabulary strategies for acquisition of academic vocabulary...	Mulchrone, Susan	8/14/2017	Standards Based Academic Notebooks, writing prompts, common assessments, i-Ready data, and FSA data.	5/30/2018 weekly
G2.B1.S1.MA1 M388614	Reteach assessments, progress monitoring, and classroom observation will be used to monitor...	Mulchrone, Susan	8/14/2017	PLC forms, Reteach Assessments, iObservation data, Progress monitoring, iReady	5/30/2018 weekly
G2.B1.S1.MA1 M388615	Reteach assessments, progress monitoring and classroom observation will be used to monitor the...	Mulchrone, Susan	8/14/2017	Reteach assessments, classroom observation data, and MTSS data	5/30/2018 biweekly
G2.B1.S1.A1 A363564	Teachers will use research based interventions during the FBS block to help students eliminate...	Mulchrone, Susan	8/14/2017	Lesson plans, common assessment data, i-Ready data, Voyager Passport, and Imagine Learning	5/30/2018 weekly
G2.B1.S1.A2 A363565	Progress monitor the results of the research based interventions for each student to determine...	Mulchrone, Susan	8/14/2017	iReady data , Imagine Learning, Voyager Passport	5/30/2018 weekly
G3.B1.S1.MA1 M388619	Lesson plans, classroom observations, CRM assessment, i-Ready data , and Imagine Learning data will...	Mulchrone, Susan	9/5/2017	Lesson plans, CRM data, i-Ready data, observation data, Imagine Learning data	5/30/2018 weekly
G3.B1.S1.MA1 M388620	Lesson plans, classroom observations, CRM assessment, i-Ready data , and Imagine Learning data will...	Mulchrone, Susan	9/5/2017	Lesson plans, classroom observations, CRM assessments, i-Ready data, and Imagine Learning data	5/30/2018 weekly
G3.B1.S1.A1 A363568	Teachers will learn to use close reading strategies and tools during their instruction.	Mulchrone, Susan	9/5/2017	Lesson plans, FSA data, observations, DPLC, agenda, Professional Development	5/30/2018 weekly
G3.B1.S1.A2 A363569	Teachers will reflect and modify instructional practice based on student evidence of using close...	Mulchrone, Susan	9/5/2017	Lesson plans, FSA data, observations, DPLC, agenda, Professional Development	5/30/2018 weekly
G1.B2.S2.MA1 M388611	Standards Based Academic Notebooks which includes academic vocabulary, writing across the...	Mulchrone, Susan	8/14/2017	Standards Based Academic Notebooks, writing prompts, lesson plans, iObservation data, iReady data, FSA data	5/30/2018 one-time
G1.B2.S2.MA1 M388612	Weekly checks on standards based academic notebooks in all classes.	Mulchrone, Susan	8/14/2017	Standards Based Academic Notebooks	5/30/2018 monthly

Orange - 0751 - Brookshire Elementary - 2017-18 SIP
Brookshire Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S2.A1 A363562	Teachers will have professional development in writing across the curriculum and implementing...	Mulchrone, Susan	8/14/2017	Agendas, sign-in sheets, lesson plans, standards based academic notebooks, writing prompts	5/30/2018 monthly
G1.B2.S2.A2 A363563	Teachers will implement standards based academic notebooks with vocabulary and feedback related to...	Mulchrone, Susan	8/14/2017	Lesson plans, iObservation data, Standards Based Academic Notebooks, MAP data, i-Ready data, FSA data	5/30/2018 weekly
G2.B1.S2.MA1 M388616	Classroom observations, Common assessments, i-Ready, and Imagine Learning data will be monitored...	Mulchrone, Susan	9/5/2017	iObservation data, performance on common assessments, i-Ready data, and Imagine Learning data.	5/30/2018 weekly
G2.B1.S2.MA1 M388617	PLC forms and lesson plans will be used to monitor for implementation.	Mulchrone, Susan	9/5/2017	PLC forms, lesson plans, performance on CRMs, i-Ready, and Imagine Learning assessments.	5/30/2018 weekly
G2.B1.S2.A1 A363566	Instructional coaches serve on all PLCs and will help teachers analyze data from CRMs, Imagine...	Mulchrone, Susan	8/14/2017	Sign in sheets, FBS lesson plans	5/30/2018 weekly
G2.B1.S2.A2 A363567	Teachers will work with Tier III students during the FBS block utilizing the "Walk to" model based...	Mulchrone, Susan	9/5/2017	Lesson plans, common assessment data, i-Ready data, Voyager Passport, and Imagine Learning	5/30/2018 weekly
G3.B1.S2.MA1 M388621	Exit slips, Projects, Standard-Aligned Learning Tasks	Mulchrone, Susan	9/5/2017	Exit slips, Lesson plans, Common Assessments, Standard-Aligned Learning Tasks	5/30/2018 biweekly
G3.B1.S2.MA1 M388622	Time will be provided for the DPLC members to present Professional Development to the teachers.	Mulchrone, Susan	8/14/2017	Lesson Plans, PLC forms	5/30/2018 weekly
G3.B1.S2.A1 A363570	Teachers will select content specific complex texts for students.	Mulchrone, Susan	9/5/2017	Classroom Observations, PLC notes, Lesson Plans	5/30/2018 weekly
G3.B1.S2.A2 A363571	Teachers will develop stand aligned learning tasks for students.	Mulchrone, Susan	9/5/2017	Lesson Plans, Exit Slips, PLC notes	5/30/2018 weekly

V. Professional Development Opportunities

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

G1. Increase Mathematics and Science proficiency in all subgroups (OCPS Division Priority: Accelerate Student Performance).

G1.B2 Lack of standards based academic vocabulary instruction, writing across the curriculum, and teacher feedback on learning goals.

G1.B2.S1 Teachers will implement Marzano's high yield vocabulary strategies for standards based academic vocabulary acquisition in standards based academic notebooks.

PD Opportunity 1

Teachers will receive professional development on implementing Marzano's high yield vocabulary strategies in the student's standards based academic notebooks.

Facilitator

Jennifer Oleson

Participants

Instructional Staff

Schedule

On 8/7/2017

G1.B2.S2 Teachers will implement writing across the curriculum and teacher feedback related to the learning goals using standards based academic notebooks.

PD Opportunity 1

Teachers will have professional development in writing across the curriculum and implementing standards based academic notebooks.

Facilitator

Susan Mulchrone, Jennifer Oleson, and Beth Christner

Participants

All instructional staff.

Schedule

Monthly, from 8/14/2017 to 5/30/2018

G3. Increase ELA proficiency in all subgroups (OCPS Division Priorities: Ensure Career and College Readiness).

G3.B1 Lack of close reading strategies and ability to select content specific complex texts.

G3.B1.S1 Implement the use of close reading strategies.

PD Opportunity 1

Teachers will learn to use close reading strategies and tools during their instruction.

Facilitator

Beth Christner, DPLC

Participants

Teachers

Schedule

Weekly, from 9/5/2017 to 5/30/2018

G3.B1.S2 Implement the use of appropriate content specific complex texts with students.

PD Opportunity 1

Teachers will select content specific complex texts for students.

Facilitator

Beth Christner

Participants

Instructional staff

Schedule

Weekly, from 9/5/2017 to 5/30/2018

VI. Technical Assistance Items

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

G1. Increase Mathematics and Science proficiency in all subgroups (OCPS Division Priority: Accelerate Student Performance).

G1.B2 Lack of standards based academic vocabulary instruction, writing across the curriculum, and teacher feedback on learning goals.

G1.B2.S1 Teachers will implement Marzano's high yield vocabulary strategies for standards based academic vocabulary acquisition in standards based academic notebooks.

TA Opportunity 1

Teachers will use Marzano's high yield vocabulary strategies for acquisition of academic vocabulary in standards based academic notebooks.

Facilitator

Susan Mulchrone/ Jennifer Oleson

Participants

Instructional Staff

Schedule

Weekly, from 8/14/2017 to 5/30/2018

G1.B2.S2 Teachers will implement writing across the curriculum and teacher feedback related to the learning goals using standards based academic notebooks.

TA Opportunity 1

Teachers will implement standards based academic notebooks with vocabulary and feedback related to the performance towards the learning goals from the standards.

Facilitator

Susan Mulchrone, Jennifer Oleson, Beth Christner, Andria Mosquera-LInaje, Deanna Slattery

Participants

Instructional Staff

Schedule

Weekly, from 8/14/2017 to 5/30/2018

G2. Increase ELA and Mathematics learning gains in the lowest 25% of students (OCPS Division Priority: Narrow Achievement Gaps).

G2.B1 Lack of sufficient Tier II and Tier III instruction implemented in ELA and Mathematics during FBS block.

G2.B1.S1 Teachers will use resources such as: i-Ready toolbox, i-Ready tools for instruction, FCRR activities, Journey's interventions, Journey's ELL, Voyager Passport, Imagine Learning, and Go Math to use during the FBS block.

TA Opportunity 1

Teachers will use research based interventions during the FBS block to help students eliminate deficiencies and master core instruction.

Facilitator

Susan Mulchrone, Jennifer Oleson, Beth Christner Andria Mosquera-Linaje, Deanna Slattery

Participants

All instructional staff

Schedule

Weekly, from 8/14/2017 to 5/30/2018

TA Opportunity 2

Progress monitor the results of the research based interventions for each student to determine effectiveness.

Facilitator

Susan Mulchrone, Jennifer Oleson, Beth Christner Andria Mosquera-Linaje, Deanna Slattery

Participants

All instructional staff

Schedule

Weekly, from 8/14/2017 to 5/30/2018

G2.B1.S2 Instructional coaches will help teachers analyze data, group students, and plan interventions to help students eliminate deficiencies in master core instruction.

TA Opportunity 1

Instructional coaches serve on all PLCs and will help teachers analyze data from CRMs, Imagine Learning, and i-Ready assessments to group students and plan interventions for the FBS block.

Facilitator

Jennifer Oleson, Beth Christner, Andria Linaje-Mosquera, and Deanna Slattery

Participants

Instructional staff

Schedule

Weekly, from 8/14/2017 to 5/30/2018

TA Opportunity 2

Teachers will work with Tier III students during the FBS block utilizing the "Walk to" model based on student needs.

Facilitator

Jennifer Oleson

Participants

Instructional Staff

Schedule

Weekly, from 9/5/2017 to 5/30/2018

G3. Increase ELA proficiency in all subgroups (OCPS Division Priorities: Ensure Career and College Readiness).

G3.B1 Lack of close reading strategies and ability to select content specific complex texts.

G3.B1.S1 Implement the use of close reading strategies.

TA Opportunity 1

Teachers will reflect and modify instructional practice based on student evidence of using close reading strategies.

Facilitator

Beth Christner

Participants

Teachers

Schedule

Weekly, from 9/5/2017 to 5/30/2018

G3.B1.S2 Implement the use of appropriate content specific complex texts with students.

TA Opportunity 1

Teachers will develop stand aligned learning tasks for students.

Facilitator

Beth Christner

Participants

Instructional staff

Schedule

Weekly, from 9/5/2017 to 5/30/2018

VII. Budget

1	G1.B2.S1.A1	Teachers will receive professional development on implementing Marzano's high yield vocabulary strategies in the student's standards based academic notebooks.	\$0.00
2	G1.B2.S1.A2	Teachers will use Marzano's high yield vocabulary strategies for acquisition of academic vocabulary in standards based academic notebooks.	\$0.00
3	G1.B2.S2.A1	Teachers will have professional development in writing across the curriculum and implementing standards based academic notebooks.	\$0.00

Orange - 0751 - Brookshire Elementary - 2017-18 SIP
Brookshire Elementary

4	G1.B2.S2.A2	Teachers will implement standards based academic notebooks with vocabulary and feedback related to the performance towards the learning goals from the standards.				\$0.00
5	G2.B1.S1.A1	Teachers will use research based interventions during the FBS block to help students eliminate deficiencies and master core instruction.				\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7300	520-Textbooks	0751 - Brookshire Elementary	General Fund		\$8,000.00
6	G2.B1.S1.A2	Progress monitor the results of the research based interventions for each student to determine effectiveness.				\$130,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2110		0751 - Brookshire Elementary	General Fund		\$130,000.00
			<i>Notes: CRT, CCT, Reading salaries</i>			
7	G2.B1.S2.A1	Instructional coaches serve on all PLCs and will help teachers analyze data from CRMs, Imagine Learning, and i-Ready assessments to group students and plan interventions for the FBS block.				\$0.00
8	G2.B1.S2.A2	Teachers will work with Tier III students during the FBS block utilizing the "Walk to" model based on student needs.				\$0.00
9	G3.B1.S1.A1	Teachers will learn to use close reading strategies and tools during their instruction.				\$0.00
10	G3.B1.S1.A2	Teachers will reflect and modify instructional practice based on student evidence of using close reading strategies.				\$0.00
11	G3.B1.S2.A1	Teachers will select content specific complex texts for students.				\$53,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2110	100-Salaries	0751 - Brookshire Elementary	General Fund		\$53,000.00
			<i>Notes: Gifted resource teacher</i>			
12	G3.B1.S2.A2	Teachers will develop stand aligned learning tasks for students.				\$0.00
					Total:	\$191,000.00