

Manatee County Public Schools

Braden River Elementary School



2017-18 Schoolwide Improvement Plan

Braden River Elementary School

6125 RIVER CLUB BLVD, Bradenton, FL 34202

<https://www.manateeschools.net/bradenriverel>

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	38%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	A*	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 Manatee 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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in 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 Braden River Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

BRE has the following shared values:

The BRE staff values respect and trust, collaboration, innovation, family, and fun, in order to promote the highest student achievement.

b. Provide the school's vision statement.

BRE attains exceptional academic achievement from our students by providing a safe, positive and highly engaging learning environment, where we differentiate instruction and foster critical thinking skills. We are a school community where children and adults are valued and function as a lifelong team of learners.

2. School Environment

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

Teachers develop rapport with their students through classbuilding and teambuilding activities. Kagan cooperative learning structures are utilized in classrooms to create high engagement environment where all students work together toward a common goal. Teachers confer regularly one on one with students through the utilization of a workshop model so teachers get to know their students as learners and as people. PBS rewards include opportunities for students and staff to interact outside an academic setting and build rapport.

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

BRE is a Positive Behavior Support school. Our behavioral expectations are followed and reinforced before, during and after school. Our own staff work our before and after school program so they have positive relationships with students that carry over from school hours. We provide routine and structure throughout our school day so students know what to expect and feel comfortable and safe. Parents are welcome on our campus, after going through our Raptor system, which provides for a feeling of safety and comfort for families.

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.

BRE is a Positive Behavior Support school. Our expectations include: Be hard worker, Respect yourself and others, Engage in enthusiastic learning, Show self control. Students earn BRES bucks for following our school wide expectations and can use these bucks to purchase items from a school wide menu. Staff members are trained at least one a year on the utilization of our PBS system. Behavioral protocols have been developed and are utilized regularly.

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

We provide regularly scheduled classroom guidance lessons for each class. In addition, our counselor and school psychologist provide small group counseling as needed.

We have mentoring program where recommended students are paired with a staff member who serves as a mentor throughout the year. Students can be mentored for a variety of reasons. Students and mentors meet regularly.

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.

BRE utilizes Bright Bytes to monitor students academics, attendance, and discipline. School personnel work together to review reports on a regular basis and develop action plans, as needed. Plans may address academic intervention, attendance incentives, and individualized behavior plans. Once plans are developed, they are monitored for fidelity and progress towards goals.

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	7	9	10	11	4	11	0	0	0	0	0	0	0	52
One or more suspensions	0	0	1	2	6	0	0	0	0	0	0	0	0	9
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	22	15	19	0	0	0	0	0	0	0	56

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	0	1	1	1	2	3	0	0	0	0	0	0	0	8

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

- School wide 30 minute remediation block each day.
- MTSS process is utilized.
- ELL tutoring program (after school for 2 hrs. a week).
- Small group FSA prep for 3rd, 4th and 5th grade students (1-2 hrs. per week).
- Individualized conferring with teachers during ELA block.
- i-Ready as a reading and math intervention program.

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

Prior to the start of the school year, BRE hosts an Open House for parents and students to come meet the teacher and start building a relationship. Certain grade levels host parent nights annually where parents are invited to come and hear from their child's teacher regarding instructional and behavioral expectations, FSA information, etc. for the year. Other informal events include PTO Spirit Nights, after school community events (Trunk or Treat, Bonfire), etc. which are designed to bring staff and families together. Events range from no cost to a nominal fee so that all families are able to participate if desired. Connect Ed messages and newsletters are utilized as a form of school wide communication so families are informed of events and other information.

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.

BRE has established business partnerships with businesses throughout our local community. The district has a process for coordinating business partnerships through the e-Pie system, which assists in matching businesses to the needs of the schools. We select partnerships that will have a direct impact on student achievement and also reward the efforts of our students.

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
Rio, Hayley	Principal
Deleo, Kimberly	Other
Minner, Susan	Instructional Media
Bertsch, Alison	Teacher, K-12
Ling, Carrie	Teacher, K-12
Ballard, Danielle	Teacher, K-12
Francies, Krista	Assistant Principal

b. Duties

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

The individuals listed above serve as the Instructional Leadership Team at Braden River Elementary. This team reviews school wide data, surveys staff members on areas needed for professional

learning and presents areas of focus for the rest of the staff. In conjunction with team leaders and applicable committees, this group develops action plans targeted to improve student achievement. Team members will then seek resources and facilitate professional learning needed for the staff.

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.

After identifying the needs of our staff and students, team leaders identify needed resources. This list is prioritized and budgeted. Depending upon the need, funds are utilized from budgeted accounts, internal accounts, and/or PTO funding. The administration determines which funding source will be utilized. New resources are added to existing reading and math resource maps so all staff are aware of what is available.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Hayley Rio	Principal
Paula Carroll	Parent
Lisa Wade	Teacher
Kristen Widunas	Parent
Vasthi Shepard	Education Support Employee
Phil Burghard	Business/Community
Rebecca Gurski	Parent
Traecy Brunner	Parent
Corina Geiger	Parent
Caroline Shaw	Teacher
Joadie Durfee	Teacher
Angelica Muench	Teacher
Phil Burghardt	Business/Community
Analia Mansi	Parent
Amanda Chandler	Parent
Ruth Avra Duff	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

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

SAC completes an evaluation of the SIP every May/June. It is drafted with input from the board, presented at the last SAC meeting of the year, and revised as needed before it is formally approved by the SAC.

b. Development of this school improvement plan

The SIP draft is presented at the first SAC meeting of the year, input is gathered from the membership, revisions may be made and the SIP will be voted on by SAC for approval.

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

The budget plan is drafted with input from the SAC board, presented at a SAC meeting, input is gathered from the membership, revisions may be made and the budget will be voted on by SAC for approval.

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

Funds from the 16-17 school year, were allocated for FSA student preparation and substitute coverage for teachers' professional learning.

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
Ballard, Danielle	Teacher, K-12
Bertsch, Alison	Teacher, K-12
Hood, Amy	Teacher, K-12
Ling, Carrie	Teacher, K-12
Minner, Susan	Instructional Media
Tabb, Pam	Teacher, K-12

b. Duties

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

Our LLT meets bi-monthly and addresses the literacy instructional needs of staff and students. Needed resources are discussed and obtained through a shared decision making model with the members. Our LLT reviews and updates our instructional expectations each year which includes writing across the content areas, use of a workshop instructional model, time/resources for independent reading in all classrooms, etc.

An annual literacy night event is held for all families where all aspects of literacy are promoted and celebrated through learning stations. A specific station dedicated to the needs of our ELL families is included in this event.

A love of literacy is promoted throughout our school. Staff members have created their own reading timelines that are displayed as a model for students. Wonder walls hang in the hallways to promote deep thinking and questioning. Rich conversations about books occur through this opportunity for staff to staff and staff to student interactions.

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.

Weekly collaborative planning is part of our instructional expectations. BRE holds weekly teacher learning communities in which grade level teams alter their staff hours one day a week so they can meet for collaborative planning and professional learning. In addition, teams meet another day each week to gather resources and complete their planning. Professional Learning Communities (PLC's) are held quarterly. The structure of these days includes three hours of professional learning. BRE's administration also schedules regular team building activities for staff to maintain mutual respect and positive relationships.

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

We utilize the district's Taleo hiring system to review candidates who apply for our openings. We can see their work experience, educational background, references, resume, etc. We are able to select the candidates that best fit our need. Grade level teams participate in the interview process. All teachers hired are highly qualified and in field. Teachers who are working on their ESOL endorsement are on track to complete the requirements within the allotted time frame.

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

Teachers new to Braden River Elementary and/or Manatee County are paired with current experienced teachers who have knowledge of the routines and systems at our site. Through teacher learning communities and professional learning communities, teachers continue to learn effective strategies to implement in the classroom. Teachers are encouraged to visit other classrooms to gain knowledge of highly effective practices from others. We have a system for providing coverage for classroom teachers so they can spend time in other classrooms learning from each other.

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.

BRE follows the district's curriculum maps, which are aligned with the Florida Standards. The district maps have been incorporated into our BRE pacing guides that have been created by each grade level and are updated regularly. Instructional materials are provided by the district and are selected by district committees to ensure alignment to the Florida Standards. Additional materials that are purchased by BRE are reviewed for alignment to the standards and highly effective instructional practices.

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.

Teachers use district and classroom assessments (formative and summative) to drive their instruction for each student. Grade level data teams meet monthly or more often as data is available. At these meetings, classroom and grade level strengths are noted and areas of focus are identified. Data is also reviewed to identify groups of students with common instructional needs for small group instruction. Teachers share instructional strategies and resources.

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 Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

'''

Person(s) responsible for monitoring implementation of the strategy

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

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.

Our incoming kindergarten students are invited to visit their classroom and meet their new teacher during Open House so they can get comfortable with their surroundings. Our PTO also sponsors a kindergarten "play day" so that new kindergartners can meet on our BRE playground and get to know each other in a social setting. For the first weeks of school, staff members and safety patrols walk our incoming kindergartners to their classrooms until they are comfortable and know their way around our school. In addition, for the first week, additional staff members are placed inside each kindergarten classroom for the first and last thirty minutes of the day to assist with the arrival and dismissal procedures.

Through newsletters and Connect Ed messages, we inform our outgoing 5th grade families of opportunities to learn more about our area middle schools. We encourage the families to visit surrounding middle schools and make an informed choice as to what is the best placement for their child. Articulation meetings are held to ensure a smooth transition of services for our ESE, gifted, and section 504 students to middle school.

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.

Not applicable

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

Not applicable

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

Not applicable

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.

Not applicable

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By June 2018, BRE's 4th and 5th grade students in the lowest quartile will increase learning gains in Math by 5% on the FSA.
- G2.** By June 2018, BRE's 4th and 5th grade students in the lowest quartile will increase learning gains in ELA by 5% on the FSA.
- G3.** Goal 3: By June 2018, 70% of BRE's third through fifth grade students will achieve proficiency in ELA as measured by the Florida Standards Assessment.
- G4.** Goal 2: By June 2018, 75% of BRE's third through fifth grade students will achieve proficiency in math as measured by the Florida Standards Assessment.
- G5.** Goal 1: By June 2018, 65% of BRE's fifth grade students will achieve proficiency in science as measured by SSA.

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. By June 2018, BRE's 4th and 5th grade students in the lowest quartile will increase learning gains in Math by 5% on the FSA. **1a**

 G097676

Targets Supported **1b**

Indicator	Annual Target
Math Gains District Assessment	61.0

Targeted Barriers to Achieving the Goal **3**

- Lack of foundational math skills

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

- Number Talks (K-5th gr.) and math discourse (gr. 1)
- Minds on Mathematics (5th gr.)
- Go Math and interactive math notebooks

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

Data from district benchmark assessments, iReady diagnostic and Go Math assessments will be monitored on a regular basis and used to drive instruction.

Person Responsible

Hayley Rio

Schedule

Quarterly, from 8/10/2017 to 5/29/2018

Evidence of Completion

Progress monitoring data sheets that are completed by the classroom teacher and submitted throughout the school year for review.

G2. By June 2018, BRE's 4th and 5th grade students in the lowest quartile will increase learning gains in ELA by 5% on the FSA. 1a

G097677

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	67.0

Targeted Barriers to Achieving the Goal 3

- Lack of participation/motivation in school and district based professional learning
- Time on task due to attendance/tardiness

Resources Available to Help Reduce or Eliminate the Barriers 2

- BRE's grade level pacing guides
- Professional learning provided by Ellin Keene
- TLC's and PLC's for grade level teams
- FOCUS and Bright Bytes to monitor student attendance

Plan to Monitor Progress Toward G2. 8

Data from district benchmark assessments, iReady diagnostic and school based F&P assessments will be monitored on a regular basis and used to drive instruction.

Person Responsible

Hayley Rio

Schedule

Monthly, from 8/10/2017 to 5/29/2018

Evidence of Completion

Progress monitoring data sheets that are completed by the classroom teacher and submitted throughout the school year for review.

G3. Goal 3: By June 2018, 70% of BRE's third through fifth grade students will achieve proficiency in ELA as measured by the Florida Standards Assessment. 1a

G097678

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge of grade level standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- BRE grade level pacing guides and units of study
- Ellin Keene to provide on site professional learning during the school day.

Plan to Monitor Progress Toward G3. 8

Data from district quarterly assessments, iReady diagnostic and school based F&P assessments will be monitored on a regular basis and used to drive instruction.

Person Responsible

Hayley Rio

Schedule

Monthly, from 8/10/2017 to 5/29/2018

Evidence of Completion

Progress monitoring data sheets that are completed by the classroom teacher and submitted throughout the school year for review.

G4. Goal 2: By June 2018, 75% of BRE's third through fifth grade students will achieve proficiency in math as measured by the Florida Standards Assessment. 1a

G097679

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	75.0

Targeted Barriers to Achieving the Goal 3

- Lack of comprehensive understanding of the Florida State Standards and grade level outcomes for the standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Weekly standards based planning with grade level teams.

Plan to Monitor Progress Toward G4. 8

Data from district benchmark assessments, iReady diagnostic and Go Math assessments will be monitored on a regular basis and used to drive instruction.

Person Responsible

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Progress monitoring data sheets that are completed by the classroom teacher and submitted throughout the school year for review.

G5. Goal 1: By June 2018, 65% of BRE's fifth grade students will achieve proficiency in science as measured by SSA. 1a

G097680

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	65.0

Targeted Barriers to Achieving the Goal 3

- Lack of science curriculum, materials, and professional development.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Interactive science notebooks.

Plan to Monitor Progress Toward G5. 8

Data from district benchmark assessments, along with student responses in their interactive science notebooks will be monitored on a regular basis and used to drive instruction.

Person Responsible

Hayley Rio

Schedule

Every 6 Weeks, from 8/15/2016 to 5/31/2017

Evidence of Completion

Progress monitoring data sheets that are completed by the classroom teacher and submitted throughout the school year for review. In addition, notes for grade level science data meetings will be kept and monitored.

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. By June 2018, BRE's 4th and 5th grade students in the lowest quartile will increase learning gains in Math by 5% on the FSA. **1**

 G097676

G1.B3 Lack of foundational math skills **2**

 B262531

G1.B3.S1 Utilize a math workshop approach to differentiate instruction for all students. **4**

 S278031

Strategy Rationale

Provides opportunity for targeted small group instruction.

Action Step 1 **5**

Provide professional development for teachers interested in implementing a math workshop approach.

Person Responsible

Susan Minner

Schedule

Quarterly, from 8/10/2017 to 5/29/2018

Evidence of Completion

Walkthroughs and observations

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

Observe and participate in training opportunities

Person Responsible

Kimberly Deleo

Schedule

Quarterly, from 8/10/2017 to 5/29/2018

Evidence of Completion

Walkthroughs and observation

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Review of student data.

Person Responsible

Krista Francies

Schedule

On 5/29/2018

Evidence of Completion

Progress monitoring data sheets.

G2. By June 2018, BRE's 4th and 5th grade students in the lowest quartile will increase learning gains in ELA by 5% on the FSA. 1

G097677

G2.B2 Time on task due to attendance/tardiness 2

B262533

G2.B2.S1 Review attendance data weekly and address specific students or trend in attendance. 4

S278033

Strategy Rationale

Students are losing valuable instructional time.

Action Step 1 5

Review attendance data

Person Responsible

Krista Francies

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

IST Team team will monitor data and analyze attendance and tardiness to determine if it is a factor in academic success.

Person Responsible

Krista Francies

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Attendance tardiness data, District Benchmark Assessments, iReady, and FSA results.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

IST Team team will monitor data and analyze attendance and tardiness to determine if it is a factor in academic success.

Person Responsible

Krista Francies

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Attendance tardiness data, District Benchmark Assessments, iReady, and FSA results.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

IST Team team will monitor data and analyze attendance and tardiness to determine if it is a factor in academic success.

Person Responsible

Krista Francies

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Attendance tardiness data, District Benchmark Assessments, iReady, and FSA results.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

IST Team team will monitor data and analyze attendance and tardiness to determine if it is a factor in academic success.

Person Responsible

Krista Francies

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Attendance tardiness data, District Benchmark Assessments, iReady, and FSA results.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Person Responsible

Schedule

Evidence of Completion

G3. Goal 3: By June 2018, 70% of BRE's third through fifth grade students will achieve proficiency in ELA as measured by the Florida Standards Assessment. 1

 G097678

G3.B2 Lack of knowledge of grade level standards. 2

 B262535

G3.B2.S1 Continue weekly standards based planning with grade level teams including assistance from curriculum support teacher. 4

 S278035

Strategy Rationale

Instruction of grade level standards will increase student achievement.

Action Step 1 5

Implement weekly standards based planning.

Person Responsible

Susan Minner

Schedule

Weekly, from 8/10/2017 to 5/29/2018

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Collect minutes from TLC's indicating grade level standards based planning

Person Responsible

Hayley Rio

Schedule

Weekly, from 8/10/2017 to 5/29/2018

Evidence of Completion

Notes of TLC's.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Review classroom and district data sources.

Person Responsible

Hayley Rio

Schedule

Every 6 Weeks, from 8/10/2017 to 5/29/2018

Evidence of Completion

Progress monitoring data sheets

G4. Goal 2: By June 2018, 75% of BRE's third through fifth grade students will achieve proficiency in math as measured by the Florida Standards Assessment. 1

G097679

G4.B1 Lack of comprehensive understanding of the Florida State Standards and grade level outcomes for the standards. 2

B262536

G4.B1.S1 Professional Development and collaborative planning to ensure understanding and adherence to grade level standards. 4

S278036

Strategy Rationale

Instruction of the standards leads to increased student achievement.

Action Step 1 5

Vertical planning, PLC's, and Professional Development sessions.

Person Responsible

Hayley Rio

Schedule

Monthly, from 8/10/2017 to 5/29/2018

Evidence of Completion

District benchmark assessments, common grade level assessments, lessons plans, and iReady data.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Analyze student data and student work

Person Responsible

Hayley Rio

Schedule

Monthly, from 8/10/2017 to 5/29/2018

Evidence of Completion

Professional development schedule, observation through teacher evaluation (walk-throughs/ observations), District benchmark assessments, common grade level assessments, and FSA results.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

G5. Goal 1: By June 2018, 65% of BRE's fifth grade students will achieve proficiency in science as measured by SSA. 1

G097680

G5.B1 Lack of science curriculum, materials, and professional development. 2

B262537

G5.B1.S1 During PLC and TLC planning times teams will share research-based practices that can be utilized in the classrooms. 4

S278037

Strategy Rationale

Through TLC's, teachers will share research-based best practices to teach science as well as ways to integrate science curriculum into other content areas.

Action Step 1 5

During TLC meetings best practices for teaching science will be researched and shared.

Person Responsible

Susan Minner

Schedule

Quarterly, from 8/10/2017 to 5/29/2018

Evidence of Completion

Documentation of lesson plans.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

District and Standard based assessments.

Person Responsible

Hayley Rio

Schedule

On 5/29/2018

Evidence of Completion

Teacher lesson plans, district based assessments, and formative classroom assessments.

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					
G2.B2.S1.MA1 M404205	[no content entered]		No Start Date		No End Date one-time
G4.B1.S1.MA1 M404215	[no content entered]		No Start Date		No End Date one-time
G4.MA1 M404217	Data from district benchmark assessments, iReady diagnostic and Go Math assessments will be...		8/15/2016	Progress monitoring data sheets that are completed by the classroom teacher and submitted throughout the school year for review.	5/31/2017 monthly
G5.MA1 M404219	Data from district benchmark assessments, along with student responses in their interactive science...	Rio, Hayley	8/15/2016	Progress monitoring data sheets that are completed by the classroom teacher and submitted throughout the school year for review. In addition, notes for grade level science data meetings will be kept and monitored.	5/31/2017 every-6-weeks
G2.B2.S1.MA1 M404206	IST Team team will monitor data and analyze attendance and tardiness to determine if it is a factor...	Francies, Krista	8/10/2016	Attendance tardiness data, District Benchmark Assessments, iReady, and FSA results.	5/31/2017 biweekly
G2.B2.S1.MA1 M404207	IST Team team will monitor data and analyze attendance and tardiness to determine if it is a factor...	Francies, Krista	8/10/2016	Attendance tardiness data, District Benchmark Assessments, iReady, and FSA results.	5/31/2017 biweekly
G2.B2.S1.MA1 M404208	IST Team team will monitor data and analyze attendance and tardiness to determine if it is a factor...	Francies, Krista	8/10/2016	Attendance tardiness data, District Benchmark Assessments, iReady, and FSA results.	5/31/2017 biweekly
G2.B2.S1.MA1 M404209	IST Team team will monitor data and analyze attendance and tardiness to determine if it is a factor...	Francies, Krista	8/10/2016	Attendance tardiness data, District Benchmark Assessments, iReady, and FSA results.	5/31/2017 biweekly
G2.B2.S1.A1 A374537	Review attendance data	Francies, Krista	8/10/2016		5/31/2017 biweekly
G1.MA1 M404204	Data from district benchmark assessments, iReady diagnostic and Go Math assessments will be...	Rio, Hayley	8/10/2017	Progress monitoring data sheets that are completed by the classroom teacher and submitted throughout the school year for review.	5/29/2018 quarterly
G2.MA1 M404210	Data from district benchmark assessments, iReady diagnostic and school based F&P assessments will...	Rio, Hayley	8/10/2017	Progress monitoring data sheets that are completed by the classroom teacher and submitted throughout the school year for review.	5/29/2018 monthly
G3.MA1 M404214	Data from district quarterly assessments, iReady diagnostic and school based F&P assessments will...	Rio, Hayley	8/10/2017	Progress monitoring data sheets that are completed by the classroom teacher and submitted throughout the school year for review.	5/29/2018 monthly
G1.B3.S1.MA1 M404202	Review of student data.	Francies, Krista	8/10/2017	Progress monitoring data sheets.	5/29/2018 one-time
G1.B3.S1.MA1 M404203	Observe and participate in training opportunities	Deleo, Kimberly	8/10/2017	Walkthroughs and observation	5/29/2018 quarterly
G1.B3.S1.A1 A374536	Provide professional development for teachers interested in implementing a math workshop approach.	Minner, Susan	8/10/2017	Walkthroughs and observations	5/29/2018 quarterly
G3.B2.S1.MA1 M404212	Review classroom and district data sources.	Rio, Hayley	8/10/2017	Progress monitoring data sheets	5/29/2018 every-6-weeks
G3.B2.S1.MA1 M404213	Collect minutes from TLC's indicating grade level standards based planning	Rio, Hayley	8/10/2017	Notes of TLC's.	5/29/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.A1  A374539	Implement weekly standards based planning.	Minner, Susan	8/10/2017	Lesson plans	5/29/2018 weekly
G4.B1.S1.MA1  M404216	Analyze student data and student work	Rio, Hayley	8/10/2017	Professional development schedule, observation through teacher evaluation (walk-throughs/observations), District benchmark assessments, common grade level assessments, and FSA results.	5/29/2018 monthly
G4.B1.S1.A1  A374540	Vertical planning, PLC's, and Professional Development sessions.	Rio, Hayley	8/10/2017	District benchmark assessments, common grade level assessments, lessons plans, and iReady data.	5/29/2018 monthly
G5.B1.S1.MA1  M404218	District and Standard based assessments.	Rio, Hayley	8/10/2017	Teacher lesson plans, district based assessments, and formative classroom assessments.	5/29/2018 one-time
G5.B1.S1.A1  A374541	During TLC meetings best practices for teaching science will be researched and shared.	Minner, Susan	8/10/2017	Documentation of lesson plans.	5/29/2018 quarterly

V. Professional Development Opportunities

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

G1. By June 2018, BRE's 4th and 5th grade students in the lowest quartile will increase learning gains in Math by 5% on the FSA.

G1.B3 Lack of foundational math skills

G1.B3.S1 Utilize a math workshop approach to differentiate instruction for all students.

PD Opportunity 1

Provide professional development for teachers interested in implementing a math workshop approach.

Facilitator

Susan Minner

Participants

K-5th grade teachers

Schedule

Quarterly, from 8/10/2017 to 5/29/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	Provide professional development for teachers interested in implementing a math workshop approach.	\$0.00
2	G2.B2.S1.A1	Review attendance data	\$0.00
3	G3.B2.S1.A1	Implement weekly standards based planning.	\$0.00
4	G4.B1.S1.A1	Vertical planning, PLC's, and Professional Development sessions.	\$0.00
5	G5.B1.S1.A1	During TLC meetings best practices for teaching science will be researched and shared.	\$0.00
Total:			\$0.00