

Hernando County School District

# Brooksville Elementary School



2017-18 Schoolwide Improvement Plan

## Brooksville Elementary School

885 N BROAD ST, Brooksville, FL 34601

<https://www.hernandoschools.org/bes>

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	29%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	B*	C

*\*Informational Baseline School Grade*

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

### School Board Approval

This plan was approved by the Hernando County School Board on 1/9/2018.

### 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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
<b>8-Step Planning and Problem Solving Implementation</b>	<b>17</b>
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
<b>Appendix 1: Implementation Timeline</b>	<b>27</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>28</b>
Professional Development Opportunities	28
Technical Assistance Items	29
<b>Appendix 3: Budget to Support Goals</b>	<b>29</b>

## 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 Brooksville Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - <a href="#">Lucinda Thompson</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

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

##### b. Provide the school's vision statement.

Brooksville Elementary is a School of Career Studies. With One Team, One Dream, we are Makin' it Work! every day.

#### 2. School Environment

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

At the start of each school year each teacher conducts information-gathering activities with students to gain awareness of each student's learning style, cultural background, family structure and student interests. This information gathering allows teachers to familiarize themselves with their students' particular interests and cultural backgrounds so that lessons can be planned that are more highly engaging and personalized to their particular students.

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

Upon arrival at school, no matter how they arrive, students are greeted by staff who are pleased to see them. Duty personnel are stationed at strategic locations around campus to ensure that students are not without adult supervision. Safety patrols are on duty to verbally desist minor behaviors and to report more serious incidents.

Throughout the day, students travel at least in pairs if they have to come to the office or clinic. Students may request adult assistance with issues through their teacher, guidance, front office staff, administration or any adult on campus. All visitors to the campus are screened through the VSOF system to verify that they are allowed to be at a public school.

At dismissal, students remain under the supervision of a staff member until they are transferred over to another responsible adult. Students who are picked up by car have identification cards which are matched to their guardian/parent's cards in their vehicle. The cards are then collected. Students who ride the bus are escorted to their bus. Students who walk home are escorted to the gate where their walker card is collected and they are dismissed. Students who attend aftercare are escorted to the aftercare pickup location, their aftercare cards are collected. The cards help us verify that a student went home a particular way.

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

BES has a discipline committee which focuses, as its primary purpose, on categorizing behavioral concerns as either major or minor. Major disciplinary issues will generate an office discipline referral (ODR). Minor issues will be logged using the infraction report which documents attempts at changing

minor disruptive behavior. The interventions include, but are not limited to, conferencing with the student, notifying parents, assigning detention and a face-to-face parent conference. If these interventions do not successfully change behavior, then an ODR is generated.

Each year, the entire staff is trained on the discipline system. As issues arise retraining occurs. Students who do not respond to the school-wide discipline system receive targeted MTSS supports for behavior.

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

As a PBS School, BES provides education with regard to expectations for each area of the campus; classroom, bus, playground, cafeteria, media center. Each month has a particular focus which is selected by the PBS Team based upon data from the previous year. Students who display expectations are reinforced randomly with tickets, which they can then trade in for Kool Kat Koins. Kool Kat Koins can be used to purchase needed school supplies, admission into activities, purchase of snacks, etc.

Both the School Social Worker and School Behavior Specialist are on the wheel rotation. Therefore 12 classes per week have a session with their counselors. Discipline data are reviewed by SBLT at every meeting. Students who have serious or repeated disciplines are identified as students who need tiered supports for behavioral/emotional/social needs. Identified students receive interventions designed to match their particular struggles. Behavioral interventions used include, but are not limited to, Check-in/check-out, mentoring, targeted groups, social personal class, infused social skills, individual behavioral interventions, functional behavior analyses and individual behavior intervention plans.

### 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.**

At every SBLT meeting, student attendance data are reviewed. Students whose attendance falls below 90% are targeted for intervention. Further, students with behavioral concerns are discussed at every SBLT meeting, whether or not their behavior meets the threshold of an ODR.

At the end of each grading period, all students with D or F are discussed to determine whether appropriate interventions are in place for each student.

All current student performance and progress monitoring data are reviewed at each SBLT meeting to ensure appropriate, targeted interventions are being provided to all students according to their needs.

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	1	0	0	0	1	1	0	0	0	0	0	0	0	3
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	0	0	0	0	0	0	0	0	0	0	

**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	0	0	0	0	0	0	0	0	0	0	0	0	

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

## 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?**

Yes

### 1. PFEP Link

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

### 2. Description

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

BES has a very active group of volunteers contribute nearly 150 hours per week of volunteer support in classrooms, on the grounds, in the office and on special projects. Operation Heartfelt is a local non-profit organization that provides needy families with food backpacks to provide food staples on the weekend. Business partnerships include Coney Island, Beef O'Brady's, Cemex, Dairy Queen, Dominoes, Hungry Howies, WalMart, AXA Advisors, Rainbow Rollerland Each of these businesses in its own way, contributes to supplies, on-campus events, foods, fundraisers, etc. Funds from these activities support student achievement through providing awards, incentives, activities and celebrations when students have improved their performance.

## C. Effective Leadership

### 1. School Leadership Team



### a. Membership

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

Name	Title
Renihan, Jill	Principal
Benard, Daiquiri	Other
DeNote, Carrie	Instructional Coach
Brady, Amanda	Attendance/Social Work
Peeler, Lisa	Administrative Support
Gibson, Patricia	Instructional Coach
Inmon, Richard	Assistant Principal
Prosper, Bibana	School Counselor

### b. Duties

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

Jill Renihan (Principal) and Richard (RJ) Inmon (Assistant Principal) facilitate data analysis, acquire the resources to deliver standards-based instruction and engage in purposeful action steps that are intended to increase student achievement in the school.

Patricia Gibson serves as the ELA Instructional coach for teachers in grades K-5. Patricia models lessons weekly on the specials rotation, provides side-by-side coaching and professional development. She is BES' representative on the district ELA committee. Patricia is also the chair of the Literacy Leadership team.

Daiquiri Benard is the assessment teacher. Daiquiri coordinates all assessment at the school and provides the team with the data to be analyzed. She collaborates with teachers during PLC's regarding the use of data to drive instructional decision-making.

Carrie DeNote works as the Math Resource Teacher. Carrie models effective instructional math practice through weekly specials rotations. She also provides professional development to whole-group, small group PLCs and individually through the coaching cycle and mentoring. Carrie heads the Math Leadership Team and serves on the District Math Curriculum Task force.

Amy Anderson serves BES as its Title I Facilitator. Amy has past experience as both a classroom teacher and an elementary specialist. She helps to research and acquire resources to meet the needs of the teachers and students.

Amanda Brady has the role of school-based social worker/guidance counselor. Amanda analyzes attendance data and conducts the truancy proceedings. Perpetually, BES has the goal of increasing on-time attendance. Amanda conducts interviews and home visits with the purpose of increasing parent awareness of the timely attendance of their children.

Bibi Prosper works as a school-based behavior specialist/guidance counselor. Bibi analyzes discipline data, provides intervention directly and coaches teachers on stronger classroom management. Amanda and Bibi both provide classroom guidance through the specials rotation.

#### ***2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and***

**supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

Before school begins in the Fall, available members of the SBLT conduct a data analysis of available performance data: attendance, discipline, walkthrough, FCAT, FAIR, SAM, EOC, Successmaker/Waterford. Priorities for PD are generated from this analysis. Areas for intervention are targeted. An inventory of intervention materials is conducted and any shortages of intervention supplies are ordered. A master schedule is created that provides adequate time for all curricular areas, supplemental lab time and scheduled blocks for Tier II and/or Tier III support.

Once school resumes, the Principal, Jill Renihan, establishes a schedule of bi-weekly SBLT meetings during which all available data are reviewed. Team Leaders meet with SBLT on a bi-weekly schedule as well. At the Team Leaders meeting, weekly assessment data are reviewed and problem solving activities occur whenever mastery learning has not occurred -- 80% or more of students achieve 70% or better on the weekly assessment of the standard. Reteaching and differentiation are focuses of problem-solving for this school year.

Targeted problem-solving focused on expenditure of Title I funds is a focus of the SBLT for this school year as well. Return on investment analysis for expensive software purchases is being conducted in an effort to determine to what degree students benefit from participation with the program. The Title I Facilitator, Carrie LaBarge has been charged with exploring other options.

Prior to scheduling a student for Individual Problem Solving (IPS), teachers are asked to meet with their team to problem-solve student performance issues. A checklist, created by Amanda Brady, provides a structure and documentation of the teams' reviews of student performance. Teachers, through the team process, are free to move students into or out of Tier II supports depending upon the data. Students only move into or out of Tier III supports through the IPS meetings. The IPS review team consists of Jill Renihan, Principal, Amanda Brady, School Social Worker-Academic Rtl, Cindy Spano, School Behavior Specialist --Behavior Rtl and Allison Gibson, School Psychologist. The IPS Team meets weekly.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Cindy Vandiver	Parent
Jill Renihan	Principal
John Vandiver	Parent
Connie Jeppesen	Teacher
Kaylena Simmons	Parent
Mr. Tracy	Business/Community
Jenny Sue Myers	Parent
Richard Inmon	Principal
Linda Manche	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*

At the first SAC meeting of the school year, the performance data are reviewed by the principal. This review includes discussion about what the focus of the SIP was and how the performance compares to the goals.

*b. Development of this school improvement plan*

After the initial data presentation, suggestions for improvement are solicited from the SAC members. Whenever possible, these suggestions are incorporated into the SIP. The SAC is presented a draft of the SIP prior to submission to the district. After district feedback, the SAC approves the SIP prior to District approval.

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

The school's annual budget and plan will support school-wide strategies aligned to the SIP. SAC will discuss the projected use of funds to target student improvement and the needs of the school with attention focused on specific sub-groups that are showing the greatest need.

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

School improvement funds allocated last year included supporting school initiatives such as new computers to increase BES' percent of students for whom we provide 1-1 devices (computers and/or tablets). Remaining funds will be used to provide breakfast during testing, professional development opportunities, travel for conferences, incentives and student planners.

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

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

Name	Title
Renihan, Jill	Principal
Lovelock, Nancy	Instructional Media
Abel, Elizabeth	Teacher, K-12
Hall, Sherri	Teacher, K-12
Gibson, Patricia	Instructional Coach
Adams, Terri	Teacher, K-12
Capel, Sandy	Teacher, K-12
Schuler, Brittany	Teacher, K-12
Altman, Elizabeth	Teacher, K-12
Garnett, Amanda	Teacher, K-12
Crawford, Sonya	Teacher, K-12
Inmon, Richard	Assistant Principal
Lancaster, Jenna	Teacher, ESE

#### **b. Duties**

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

The LLT meets monthly with the focus of increasing literacy throughout the school year. Activities promoted by the LLT include: Accelerated Reader incentives/competitions; 100-book challenge; Global Reading contest, Read-a-book, Get-a-book; Battle of the Books; Most Improved Reader; Literacy Week; Book Fairs.

The LLT reviews and shares current research and best practices that promote successful reading skills in all students.

#### **D. Public and Collaborative Teaching**

The school's 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.**

Grade level teams are provided common planning time. During this time, common planning opportunities are provided. Teams are able to select activities to engage students in rigorous, standards-based learning. Teams may seek the support of an instructional coach to provide the expertise, depending upon the topic. Teams hold collaborative planning sessions at least weekly during which problem-solving activities occur. Early release days will provide teachers an opportunity to vertically team and align required tasks to highly rigorous standards.

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

Administration works diligently in collaboration with district staff to ensure highly qualified staff is recruited, developed and retained. Professional development opportunities provide teachers nearly 40 hours of job-embedded pd throughout the year.

Grade-level teams are an integral part of the interview process as an effort to familiarize candidates with grade-level expectations from the beginning of the process. Grade-level representatives help to unearth candidates understanding of effective instructional strategies and practices that are based on the

implementation of the Florida Standards.

Newly hired and struggling teachers are assigned mentors that help to support daily planning, delivery of instruction and assessment

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

Newly hired teachers are provided mentoring by a district-trained instructional facilitator. For BES, Patricia Gibson, ELA Instructional Coach provides a deeper level of direct support to mentees including modeling planning and presentation of lessons. Administration and district support specialists work with the school's mentor to identify necessary supports for the school year. Planned mentoring activities include but are not limited to classroom observations and developing an understanding of the Charlotte Danielson Teacher Evaluation rubric.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

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

Professional development is centered around standards-based instruction. Through the use of a "Pineapple Chart" teachers have opportunities to observe peers as experts and learn from colleagues who are engaging in highly effective professional practice day in and day out.

Teachers work collaboratively to unpack the standards and provide meaningful opportunities for students to demonstrate their mastery of the standards using rigorous, complex text and other sources. School-based instructional coaches and team leaders facilitate these unpacking the standards planning experiences.

District-provided, standards-based curriculum maps are the starting point for all planning activities. BES has provided its teachers a lesson planning checklist of required elements. The first item on the checklist is the standard. Through team planning, instructional coaches and administrators "listen in" on the discussions helping to ensure that the standard and student mastery is the central theme for all planning activities.

Lesson plan reviews during walkthroughs inform SBLT members of the focus, pacing and activities of the lesson. The informal walkthrough template provided by the district allows for data collection related to lesson plan reviews.

#### **b. Instructional Strategies**

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

Data from weekly assessments and progress monitoring are analyzed and used to drive instructional planning for differentiated centers, small group instruction, guided reading activities, etc.

Scaffolded supports are provided during whole-group instruction and in teacher-led small groups. Reteaching may use supplemental materials in order to ensure mastery of the standard, not

necessarily the particular story referenced in the map.

Progress is monitored regularly and reviewed during grade level meetings, monthly team leader meetings, bi-weekly SBLT meetings, IPS meetings and/or parent conferences.

Teachers conduct data chats with their students to review progress and encourage students to set goals for individual improvement.

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

**Strategy:** After School Program

**Minutes added to school year:** 1,800

Students who would benefit from additional enriched instruction in math, ELA and/or science will be invited to participate in extended learning opportunities.

**Strategy Rationale**

Current data on state-wide assessments indicates that ELA is a strength for BES -- 62% of students demonstrated proficiency. Integration of information is an area which needs our focus during extended day based upon the data indicating BES earned approximately 40% of available points in this strand, which is an improvement over the previous year, but still needs to be an area of focus.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

LaBarge, Carrie, labarge\_c@hcsb.k12.fl.us

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

Homework completion data, weekly assessment data, progress monitoring data, attendance data (both in program and in school) and performance on summative assessments will be gathered and analyzed to determine whether the extended learning opportunity had the desired impact.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may 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.**

Kindergarten roundup occurs in the spring before the child enters Kindergarten. The campus is open for parents and potential students to explore the campus and get to know some of the staff. Students in attendance at roundup are screened to determine entry level skills. Student placement balances classes in terms of academic knowledge and behavior. At the beginning of the school year, an open house opportunity is provided to incoming Kindergarteners. A future practice that will be added for Kindergarten students and their parents will be to have a separate Kindergarten open house. This

way children can come, meet their teacher and have a tour of the campus so they may be less anxious upon their arrival to school. For the first three days, Kindergarten parents are allowed to walk with their child to class in the morning.

Collaboration with schools which are receiving exiting 5th grade students includes visits from guidance counselors to describe a day in the life of a 6th grader at the respective receiving schools. These schools hold open campus events to afford new 6th graders the opportunity to familiarize themselves with their new school environment.

#### **b. College and Career Readiness**

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

N/A

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

N/A

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

N/A

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

N/A

## **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.** Brooksville Elementary School will provide rigorous, standards-based instruction resulting in increased student achievement, specifically focusing on synthesizing writing to multiple texts or sources.

## Strategic Goals Detail

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

**G1.** Brooksville Elementary School will provide rigorous, standards-based instruction resulting in increased student achievement, specifically focusing on synthesizing writing to multiple texts or sources. 1a

G099158

### Targets Supported 1b

Indicator	Annual Target
Attendance rate	96.5
One or More Suspensions	1.0
Non-proficient Reading by Grade 03	10.0
FSA ELA Achievement	62.0
ELA Achievement District Assessment	87.0
FCAT 2.0 Science Proficiency	65.0

### Targeted Barriers to Achieving the Goal 3

- Lesson delivery is not universally addressing the questions, "What are the students doing during the lesson at a level of rigor that matches the standards?" nor "What did the students do by the end of the lesson that indicates their mastery of rigorous standards?", and "What do I do for the students who have not mastered the content?"
- Authentic formative assessments (checks for understanding) have not been fully integrated into instructional delivery.
- Differentiated instruction and reteaching strategies are not universally utilized so that students demonstrate mastery learning (80% of students earning 70% or better).
- Students who struggle the most with academic skills have had limited opportunities to productively struggle with complex text and respond in writing to cluster three standards.
- Teachers are not thoroughly comfortable with teaching the writing process because while targeted professional development has begun, it is in its beginning stages of use.

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

- Job-embedded professional development
- Instructional Practices Coach - ELA, Resource Teacher - Math, Resource Teacher - ELA,
- MTSS
- Fluid Walls for RtI
- One hour of uninterrupted planning time each day
- Collaborative school culture focused on writing in all content areas
- District-provided professional development using Core Connections targeting writing instruction directly connected to student reading

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

Every two weeks data reviews will indicate whether students are making adequate progress toward learning gains and mastery of standards.

**Person Responsible**

Jill Renihan

**Schedule**

Biweekly, from 8/29/2017 to 6/8/2018

**Evidence of Completion**

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

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Brooksville Elementary School will provide rigorous, standards-based instruction resulting in increased student achievement, specifically focusing on synthesizing writing to multiple texts or sources. **1**

 G099158

**G1.B1** Lesson delivery is not universally addressing the questions, "What are the students doing during the lesson at a level of rigor that matches the standards?" nor "What did the students do by the end of the lesson that indicates their mastery of rigorous standards?", and "What do I do for the students who have not mastered the content?" **2**

 B266940

**G1.B1.S1** Teachers will engage in observation of peers focused on delivery of high-impact, high-rigor lessons. **4**

 S282861

### Strategy Rationale

By watching peers hold students accountable to highly rigorous academic behavior, the likelihood will increase that all students will meet rigorous expectations.

### Action Step 1 **5**

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

### Person Responsible

Jill Renihan

### Schedule

Monthly, from 9/18/2017 to 6/8/2018

### Evidence of Completion

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

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

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

**Person Responsible**

Jill Renihan

**Schedule**

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

***Evidence of Completion***

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

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

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

**Person Responsible**

Richard Inmon


**Schedule**

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

***Evidence of Completion***

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

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

 B266941

**G1.B2.S1** Embed modeled use of checks for understanding into Pineapple PD Chart every week. **4**

 S282862

### Strategy Rationale

Increasing the use of checks for understanding by Pineapple host teachers will increase the likelihood of their being infused into lesson delivery.

### Action Step 1 **5**

At least one formative assessment method will be modeled during each week on the Pineapple PD Chart.

#### Person Responsible

Richard Inmon

#### Schedule

Monthly, from 9/18/2017 to 6/8/2018

#### Evidence of Completion

feedback slips from pineapple pd opportunities.

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

Teacher-Leaders will demonstrate the use of formative assessments for visiting team members during Pineapple PD implementation.

#### Person Responsible

Patricia Gibson

#### Schedule

Monthly, from 9/18/2017 to 6/8/2018

#### Evidence of Completion

Faculty meeting minutes/agendas

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

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

**Person Responsible**

Richard Inmon

**Schedule**

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

**Evidence of Completion**

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

**G1.B4** Students who struggle the most with academic skills have had limited opportunities to productively struggle with complex text and respond in writing to cluster three standards. 2

 B266943

**G1.B4.S1** Provide professional development using Core Connections and follow-up coaching related to close reads with multiple sources of complex text. 4

 S282864

**Strategy Rationale**

Using close reading strategies will increase student success in writing to synthesize multiple sources of complex information (text and other sources).

**Action Step 1** 5

Provide professional development opportunities and follow-up coaching in close reading strategies.

**Person Responsible**

Patricia Gibson

**Schedule**

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

**Evidence of Completion**

Walkthrough data will indicate that the strategy is being utilized.

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

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

**Person Responsible**

Jill Renihan

**Schedule**

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

***Evidence of Completion***

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

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

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

**Person Responsible**

Jill Renihan

**Schedule**

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

***Evidence of Completion***

Coaching notes and Professional Improvement Plan documentation will be maintained.



**G1.B5** Teachers are not thoroughly comfortable with teaching the writing process because while targeted professional development has begun, it is in its beginning stages of use. **2**

 B266944

**G1.B5.S1** Teachers will be provided ongoing professional development on the writing process using Core Connections training and materials as well as ongoing support through the SWAP process. **4**

 S282865

### **Strategy Rationale**

When students can successfully synthesize information obtained from complex text and other sources, they demonstrate their understanding of content/concepts.

### **Action Step 1** **5**

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

#### **Person Responsible**

Patricia Gibson

#### **Schedule**

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

#### **Evidence of Completion**

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

### **Action Step 2** **5**

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

#### **Person Responsible**

Patricia Gibson

#### **Schedule**

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

#### **Evidence of Completion**

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

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

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

**Person Responsible**

Patricia Gibson

**Schedule**

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

***Evidence of Completion***

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

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

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

**Person Responsible**

**Schedule**

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

***Evidence of Completion***

Writing walkthrough rubric.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.B4.S1.MA1 M414826	Monthly meetings with ELA Instructional Practices Coach will ensure PD and coaching have occurred.	Renihan, Jill	9/2/2016	Coaching logs and meeting minutes will be maintained as evidence that close read PD and ongoing support have been provided.	5/5/2017 monthly
G1.B1.S1.MA1 M414815	Team planning meetings will select upcoming focus standards for the learning goal plans.	Inmon, Richard	9/13/2016	Team leaders will provide a copy of minutes from the meeting during which focus standards are selected.	5/11/2017 monthly
G1.B1.S1.MA1 M414816	During monthly PD led by administration, teachers will complete learning goal reviews and goal...	Renihan, Jill	9/1/2016	Learning Goal sheets will be collected from each team, each month.	5/11/2017 monthly
G1.B4.S1.A1 A381660	Provide professional development opportunities and follow-up coaching in close reading strategies.	Gibson, Patricia	8/25/2016	Walkthrough data will indicate that the strategy is being utilized.	5/11/2017 every-2-months
G1.B5.S1.A1 A381661	Teachers will attend a professional development activity related to the writing process --...	Gibson, Patricia	9/28/2016	Sign in sheets will indicate teachers attended the training. PLC minutes and PD sign in sheets will indicate teachers' participation in ongoing support activities.	5/11/2017 monthly
G1.B5.S1.MA1 M414828	SBLT will conduct walkthroughs in hallways focused on writing samples on display.	Gibson, Patricia	9/6/2016	SBLT will develop a rubric to rate the writing samples on display. The rubric will address vocabulary complexity, sentence structure, connection of writing to prompt/task, conventions, connection of multiple sources of text.	5/16/2017 biweekly
G1.B4.S1.MA1 M414825	Teachers who continue to struggle with engaging in close reads of complex text will be provided...	Renihan, Jill	11/1/2016	Coaching notes and Professional Improvement Plan documentation will be maintained.	5/18/2017 biweekly
G1.B5.S1.MA1 M414827	SBLT will engage in Writing Walkthroughs 4 times per year. 100% of grade levels will earn improved...		10/13/2016	Writing walkthrough rubric.	5/19/2017 quarterly
G1.B5.S1.A2 A381662	Students will engage in improved writing to explain across all content areas with an emphasis on...	Gibson, Patricia	8/22/2016	Student writing samples will demonstrate increased complexity of vocabulary and sentence structure.	5/19/2017 weekly
G1.B2.S1.MA1 M414817	SBLT will engage in walkthroughs looking for modeled checks for understanding.	Inmon, Richard	9/13/2016	SBLT/SIP Walkthrough Data sheets will be collated and shared with faculty at following faculty meetings.	5/23/2017 monthly
G1.MA1 M414829	Every two weeks data reviews will indicate whether students are making adequate progress toward...	Renihan, Jill	8/29/2017	Student data reports from progress monitoring tools, e.g., SAM - Math/ Science, DELAW - Writing, I-Ready -- ELA/Math, quarterly grade reports.	6/8/2018 biweekly
G1.B1.S1.A1 A381654	During monthly Data Chats, teams will set learning rigorous learning goals aligned to standards....	Renihan, Jill	9/18/2017	Copies of learning plans and data reviews will be collected from each team, each month.	6/8/2018 monthly
G1.B2.S1.MA1 M414818	Teacher-Leaders will demonstrate the use of formative assessments for visiting team members during...	Gibson, Patricia	9/18/2017	Faculty meeting minutes/agendas	6/8/2018 monthly
G1.B2.S1.A1 A381655	At least one formative assessment method will be modeled during each week on the Pineapple PD Chart.	Inmon, Richard	9/18/2017	feedback slips from pineapple pd opportunities.	6/8/2018 monthly

## V. Professional Development Opportunities

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

**G1.** Brooksville Elementary School will provide rigorous, standards-based instruction resulting in increased student achievement, specifically focusing on synthesizing writing to multiple texts or sources.

**G1.B4** Students who struggle the most with academic skills have had limited opportunities to productively struggle with complex text and respond in writing to cluster three standards.

**G1.B4.S1** Provide professional development using Core Connections and follow-up coaching related to close reads with multiple sources of complex text.

### PD Opportunity 1

Provide professional development opportunities and follow-up coaching in close reading strategies.

#### Facilitator

Patricia Gibson -- IPC for Reading

#### Participants

Whole faculty through team level meetings.

#### Schedule

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

**G1.B5** Teachers are not thoroughly comfortable with teaching the writing process because while targeted professional development has begun, it is in its beginning stages of use.

**G1.B5.S1** Teachers will be provided ongoing professional development on the writing process using Core Connections training and materials as well as ongoing support through the SWAP process.

### PD Opportunity 1

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

#### Facilitator

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

#### Participants

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

#### Schedule

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

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	During monthly Data Chats, teams will set learning rigorous learning goals aligned to standards. After the first month, teachers will review student progress toward learning goals and plan to reteach/enrich students depending upon their mastery level.	\$0.00
2	G1.B2.S1.A1	At least one formative assessment method will be modeled during each week on the Pineapple PD Chart.	\$0.00
3	G1.B4.S1.A1	Provide professional development opportunities and follow-up coaching in close reading strategies.	\$0.00
4	G1.B5.S1.A1	Teachers will attend a professional development activity related to the writing process -- planning, drafting, editing, peer editing, publishing. Teachers will receive ongoing support through SWAP and discussion so that they may develop students' writing to include more complex vocabulary and sentence structure.	\$0.00
5	G1.B5.S1.A2	Students will engage in improved writing to explain across all content areas with an emphasis on comparing/contrasting multiple sources of rigorous text in core subjects.	\$0.00
Total:			\$0.00