2013-2014 SCHOOL IMPROVEMENT PLAN

Brooker Elementary School

18551 CHARLOTTE AVE

Brooker, FL 32622

904-966-6887

www.mybradford.us/brooker

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	62%

Alternative/ESE Center	Charter School	Minority Rate
No	No	10%

School Grades History

2013-14	2012-13	2011-12	2010-11
A		D	

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    ◦ Year 1 – declined to D, or first-time graded schools receiving a D
    ◦ Year 2 – second consecutive D, or F followed by a D
    ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    ◦ Year 1 – declined to F, or first-time graded schools receiving an F
    ◦ Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Brooker Elementary School

Principal
Deborah Parmenter

School Advisory Council chair
Jolyn Faulkner

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Deborah Parmenter	Principal
Rebecca Ansley	Curriculum Resource Teacher
Stephanie Nash	Primary Level Lead Teacher
Koren Boukari	Intermediate Level Lead Teacher

District-Level Information

District
Bradford

Superintendent
Mr. Chad Farnsworth

Date of school board approval of SIP
10/14/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The membership of the Brooker Elementary SAC is comprised of the following:
Parents: Justin Fogarty, Dana Bell, Amanda Griffis, Sarah Bennett, Renee Huggins, Alicia Rike, Danielle Stanley (Secretary), Lorraine Kanipes
Commununity Representative: Denise Height
Teacher and Parents: Steve Acree, Marlena Palmer
Teachers: Mari Ellen Swilley, Jolyn Faulkner (Chair)
Principal: Deborah Parmenter
Non-School Board Employees: 60%
The SAC is representative of the ethnic, racial, and economic community of our school.

Involvement of the SAC in the development of the SIP

The SAC used the eight step problem solving process and worksheet to evaluate school performance data and to prepare the improvement plan and annual budget.

Activities of the SAC for the upcoming school year

SAC will meet once a month to review progress on the SIP and PIP. Ideas will continue to be brainstormed on ways to foster school improvement. SAC will also be closely following the findings from the poverty PLC that is being conducted by the teachers such that consideration for the needs of economically disadvantaged students may be better addressed.

Projected use of school improvement funds, including the amount allocated to each project

Four release days for teachers to conduct PLC meetings:$960
PLC books for book study: $155.54
Extended Learning Opportunity: $3,000.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Deborah Parmenter		
Principal	Years as Administrator: 10	Years at Current School: 1

Credentials	M.S. Educational Leadership; B.A. Elementary Education; A.A. Business Administration
Performance Record	2012-2013 As principal at Brooker Elementary School broght grade from "D" to within 15 points of "B." As assistant principal at Bradford Middle School (BMS): 2011-2012 School Grade "C"; 2010-2011 School Grade "B" no AYP; 2009-2010 School Grade "C" no AYP; 2008-2009 School Grade "B" no AYP; 2007-2008 School Grade "B" no AYP; 2006-2007 School Grade "C" no AYP; 2005-2006 School Grade "C" no AYP As assistant principal at Southside Elementary School: 2004-2005 School Grade "C" no AYP; 2003-2004 School Grade "C" no AYP.

Instructional Coaches

# of instructional coaches
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Rebecca Ansley		
Part-time / School-based	Years as Coach: 2	Years at Current School: 4
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
Credentials	M.S. Curriculum and Technology; B.A. Elementary Education (K-6)	
Performance Record	Curriculum Resource Teacher half time, school grade "C" (unofficial) 2012-2013 no AMO; school grade "D" in 2011-2012, no AYP.	

Teri Shewmaker		
Part-time / District-based	Years as Coach: 5	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	BS Elementary Ed., USF	
Performance Record	Coach, 2007-2008 - Staff Developer, District - 2 schools-K-5, Reading/Writing, Walsingham (B) and Lakewood Elementary (C), Pinellas County Coach, 2008-2009 - Reading Coach, school based, reading, end of Reading First, James B. Sanderlin Elementary (C), Pinellas County Coach, 2009-2010 - Literacy Coach, school based, reading/ writing, beginning of FAIR, James B. Sanderlin Elementary (C), Pinellas County Coach, 2010-2011- Literacy Coach, school based, reading/writing, beginning of FAIR, James B. Sanderlin Elementary (C), Pinellas County Teacher, 2011-2012, 2nd grade teacher, Pinellas County Teacher, 2012, August-September, 1st grade teacher, Pinellas County 2011-2012, FAIR target passage – AP3- 75% students at or above (12 out of 16) Coach, 2012-2013- Reading Coach, Bradford county	

Classroom Teachers

# of classroom teachers
10

 # receiving effective rating or higher
9, 90%

 # Highly Qualified Teachers
100%

 # certified in-field
10, 100%

 # ESOL endorsed
3, 30%

 # reading endorsed
1, 10%

 # with advanced degrees
1, 10%

 # National Board Certified
0, 0%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
5, 50%

 # with 6-14 years of experience
3, 30%

 # with 15 or more years of experience
2, 20%

Education Paraprofessionals

# of paraprofessionals
3

 # Highly Qualified
3, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Hire experienced teachers who were let go in the district or surrounding district due to budget cuts. Recruit new, highly trained graduates from the nearby University of Florida College of Education. - Principal responsible.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Teachers with a Temporary Teaching Certificate are required to complete the Professional Education Competency (PEC) Program in order to apply for a Professional Certificate when the 3-Year Temporary Certificate expires. New hires to the District who have not completed the PEC Program yet are assigned a mentor and required to complete the PEC Program during the first year of employment with the Bradford County School District. PEC Program candidates must complete a notebook portfolio of required activities during the program with the support of the HR Dept., school administration, and the mentor. Mentors must have completed Clinical Educator training to be a mentor. Mentors are paired with mentees by collaboration between school administration and the HR Director. Priority is given to pairing mentors and mentees with those from the same discipline, grade level, and/or department to facilitate a more successful mentorship.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Leadership Team will focus meetings around one question:
How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students? The Leadership Team meets to monitor and discuss the MTSSS/RtI program, monitor and make adjustments.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The Student Success Team attends monthly MTSSS/RtI meetings to discuss and monitor the program and events.
The Principal has the following responsibilities:
• oversees the entire process
• ensures that the Student Success Team is implementing MTSS/RtI with fidelity
• completes process checks to ensure implementation of intervention support and documentation
• ensures that there is adequate professional development to support MTSS/RtI implementation
• communicates with parents regarding school-based MTSS/RtI plans and activities. The Classroom Teachers (Primary and Intermediate) have the following responsibilities:
• provides information about core instruction
• participates in student data collection
• delivers Tier 1 instruction and intervention
• collaborates with other staff to implement Tier 2 interventions
• integrates Tier 1 materials and instruction with Tier 2 and 3 activities. Exceptional Student Education (ESE) Teachers assist by:
• participating in student data collection

• integrate core instructional activities and materials into Tier 3 instruction
• collaborating with general education teachers through activities such as co-teaching. The Classroom Resource Teacher's responsibilities include:
• working with the principal to provide support for the implantation of MTSS/RtI
• facilitates and supports data collection activities
• assists in data analysis
• provides professional development and technical assistance to teachers regarding data-based instructional planning
• supports the implementation of Tier 1, Tier 2, and Tier 3 Intervention plans. The School Psychologist assists by:
• participating in the collection, interpretation, and analysis of data
• facilitates development of intervention plan
• provides support for intervention fidelity and documentation
• provides assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation
• facilitates data-based decision making activities.
The Speech Language Pathologist responsibilities include:
• educating the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design
• assists in the selection of screening measures
• helps indentify systemic patterns of student need with respect to language skills. The Guidance Counselor will assist by:
• providing support services for students, teachers, and classrooms with identified needs in PBS
• works with the team to interpret data and devise plans for students and teachers
• assists with professional development
• provides individual and small group counseling for students. The Positive Behavior Support Team assists by:
• coordinating the implementation of PBS.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Leadership Team reviews MTSS status at each data meeting and monitors fidelity to the SIP at each leadership meeting.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

• Baseline data: Florida Assessments in Instruction in Reading (FAIR), Performance Matters Math (Grades 3-5) and Science (Grades 3-5), County Writing Assessment, Positive Behavior Support (PBS), RTI:B, Continuous Improvement Model (CIM), STAR Reading(2-5) and Math (1-5), STAR Early Literacy (K-1).
• Mid-Year Data: FAIR, Performance Matters Math (Grades 2-5) and Science (Grades 3-5), County Writing Assessment, PBS, RTI:B, CIM, Diagnostic Assessment (DAR), STAR Reading and Math. STAR Early Literacy.
• End of Year Data: FAIR, FCAT Reading, Math, Science, and Writing, RTI:B, STAR Reading and Math, STAR Early Literacy
• Frequency of Data Days: Twice a month for data analysis

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

1) School-wide Professional Development by Curriculum Resource Teacher and Leadership Team
2) District MTSSS/RtI Team of Trainers
3) Deep FRI Training Summer of 2011
4) On-going Professional Development monthly with CRT, Principal, and MTSSS/RtI Team
Support is provided from District School Improvement Director, Carol Clyatt. She attends some data meetings. Curriculum Resource Teacher will help find resources for intervention groups.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 12,000

Before school tutoring in FCAT skills for grades 3-5;
After school tutoring for students struggling in reading and math skills for grades 3-5

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Pre and post tests using STAR Reading and STAR Math

Who is responsible for monitoring implementation of this strategy?

Principal and CRT

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Deborah Parmenter	Principal
Rebecca Ansley	Curriculum Resource Teacher
Stephanie Nash	Primary Level Lead Teacher
Koren Boukari	Intermediate Level Lead Teacher

How the school-based LLT functions

The team meets one Tuesday a month to discuss successes and challenges in language arts curriculum and instruction. Initiatives are developed from a needs assessment of the staff. Professional development needs are determined and solutions are brainstormed and implemented using the problem-solving process.

Major initiatives of the LLT

Rolling out the Common Core standards and strategies is paramount this year. Helpful in this process will be the implementation of Developmental Studies' Making Meaning with its focus on purposeful peer-to-peer discourse and compliment conferences.Continued growth in implementing CIS, Great Books, Webb's DOK, deconstruction of text through Mary Lewis Writing, and deliberate practice of Marzano's instructional sequence will all be vital.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Reading instruction does not stop with the reading block. Reading comprehension strategies and vocabulary strategies will be taught in conjunction with instruction in subject areas across the curriculum using adopted text and additional leveled texts contained in the classroom libraries that address the content covered in the adopted text. The Comprehension Instructional Sequence by JRF will be utilized to support deepening meaning in text comprehension and monthly focus skills will be utilized to monitor progress. Support and professional development from the Reading Coach and Curriculum Resource Teacher will make this possible. Administrators will be responsible for monitoring through classroom walkthroughs. The fidelity checks will also be used to monitor integration of reading. All content area teachers will incorporate reading into subject areas with consideration to the following:
Guided instruction in comprehension using the comprehension instructional sequence. This may include before, during, and after reading/learning through explicit modeling of strategies acquired through professional development provided by the Reading Coach and Curriculum Resource Teachers.
Research based strategies including, but not limited to: text based discussion, cooperative learning, close reading, directed note taking, levels of questioning, responsive writing, research utilizing multiple sources, argumentative writing and speaking, and listening. Such comprehension strategies will guide students in understanding content text.
Utilization of additional complex text in each content area to support efforts towards close reading, differentiation and independent reading.
Students' instructional reading levels, so texts assigned are appropriate.
Each Classroom will support students in engaging in regular independent reading and understanding of complex text. Students will have access to classroom libraries and school libraries to ensure that students have daily opportunities inside and outside of the classroom to read texts of their choice. Libraries will include text on level for students as well as text with complexity levels that will challenge and motivate the students. Students will also be exposed to a wide variety of text to include: shorter, more challenging texts for the purpose of close reading and re-reading, novels, high quality newspaper, plays and magazine articles and rich websites. These text will enable students to read broadly and widely to build their knowledge and experience. The content area teachers will include the comprehension instructional sequence to support scaffolding through using complex text to support students' understanding of complex text.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

A Pre-K class is located on the elementary campus to help ease the transition to Kindergarten. Active communication exists between the Pre-K and regular program. Students on campus are actively involved in the school programs and functions.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	54%	44%	No	59%
American Indian				
Asian				
Black/African American				
Hispanic				
White	60%	53%	No	64%
English language learners				
Students with disabilities				
Economically disadvantaged	36%	27%	No	42%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	30%	40%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		19%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	36	67%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	*[data excluded for privacy reasons]*		0%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	*[data excluded for privacy reasons]*		50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	47%	35%	No	52%
American Indian				
Asian				
Black/African American				
Hispanic				
White	49%	41%	No	54%
English language learners				
Students with disabilities				
Economically disadvantaged	36%	24%	No	42%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	19%	34%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		18%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	24	83%	85%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	*[data excluded for privacy reasons]*		0%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		36%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		2
Participation in STEM-related experiences provided for students	132	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	12	10%	5%
Students retained, pursuant to s. 1008.25, F.S.	3	13%	8%
Students who are not proficient in reading by third grade	6	25%	20%
Students who receive two or more behavior referrals	16	14%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	10	8%	5%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

See PIP

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Reading: All teachers will increase student engagement during instructional delivery through the use of purposeful peer-to-peer discourse.

G2. Writing: All teachers will increase quantity and quality of writing instruction.

G3. All teachers will implement effective instruction according to Marzano that is aligned to the standards including strategies for reaching economically disadvantaged students.

Goals Detail

G1. Reading: All teachers will increase student engagement during instructional delivery through the use of purposeful peer-to-peer discourse.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

- Science

- Science - Elementary School

Resources Available to Support the Goal

- New reading series, Developmental Studies' Making Meaning, serves as a guide to facilitating peer-to-peer discourse

Targeted Barriers to Achieving the Goal

- Readiness for change among instructional staff/embracing new methods

Plan to Monitor Progress Toward the Goal

Increase in student engagement

Person or Persons Responsible
Teachers, CRT, Principal

Target Dates or Schedule:
Monthly

Evidence of Completion:
Walkthroughs, evaluations, student grades, student progress monitoring improvement

G2. Writing: All teachers will increase quantity and quality of writing instruction.

Targets Supported
- Writing

Resources Available to Support the Goal
- Curriculum Resource Teacher (half time)
- Core Connection materials

Targeted Barriers to Achieving the Goal
- -Transition from Florida Writes! test (from student background knowledge) to Common Core (response must be text dependent)

Plan to Monitor Progress Toward the Goal

Growth in quality of writing instruction

Person or Persons Responsible
CRT and Principal

Target Dates or Schedule:
Monthly at Data Meetings

Evidence of Completion:
Data Meeting Minutes, Progress Monitoring Results on County Writing Prompts

G3. All teachers will implement effective instruction according to Marzano that is aligned to the standards including strategies for reaching economically disadvantaged students.

Targets Supported
- Reading (AMO's, FCAT2.0, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

Resources Available to Support the Goal
- Professional Learning Community: Four half-days dedicated to instructional sequence using Marzano's Lesson Segments Addressing Content Professional Learning Community: Four half-days dedicated to a selection of books addressing teaching students of poverty. The titles include: The Dream Keepers, Why Culture Counts, Teaching With Poverty in Mind, Educational Leadership May 2013 Faces of Poverty, and Educational Leadership May 2011 Schools, Families, and Communities. Curriculum Resource Teacher and District Reading Coach will serve as mentors and coaches. Conferences conducted throughTeacher Growth Plans, Walkthroughs, Observations

Targeted Barriers to Achieving the Goal
- Time for professional development and PLC preparation

Plan to Monitor Progress Toward the Goal

All instructional staff will demonstrate increased cultural competence as a result of the poverty PLC. All instructional staff will demonstrate ability to score above "beginning" on Marzano's DQ2-4

Person or Persons Responsible

Principal

Target Dates or Schedule:

January 29, 2014 and on-going

Evidence of Completion:

Pre and post assessments for poverty PLC Walkthroughs and observations

Action Plan for Improvement

Problem Solving Key

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

G1. Reading: All teachers will increase student engagement during instructional delivery through the use of purposeful peer-to-peer discourse.

G1.B1 Readiness for change among instructional staff/embracing new methods

G1.B1.S1 Principal will attend McREL Technical Assistance Session #8 Managing Change and implement ideas to create a readiness for change among staff

Action Step 1

Develop a plan for creating a readiness for change from information gathered at workshop

Person or Persons Responsible

Principal

Target Dates or Schedule

October 4, 2013

Evidence of Completion

Agenda, workshop notes

Facilitator:

McREL

Participants:

Principal

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

Include readiness for change in each faculty meeting

Person or Persons Responsible

Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Faculty meeting agendas, meeting notes

Plan to Monitor Effectiveness of G1.B1.S1

Teacher implementation of new initiatives

Person or Persons Responsible

Principal and CRT

Target Dates or Schedule

ongoing

Evidence of Completion

Walkthroughs, evaluations

G1.B1.S2 Professional Development in Making Meaning

Action Step 1

Professional Development in Making Meaning including modeling in classrooms

Person or Persons Responsible

Provided at the county level

Target Dates or Schedule

Up to six sessions beginning summer of 2013 and continuing throughout the school year

Evidence of Completion

Sign-In sheets

Facilitator:

Developmental Studies representative: Jolyn Bernard

Participants:

All classroom instructional staff

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Attendance of all instructional staff in initial Making Meaning PD and at least one follow-up

Person or Persons Responsible

Principal

Target Dates or Schedule

Beginning of year and on-going

Evidence of Completion

Sign-in sheets and lesson plans

Plan to Monitor Effectiveness of G1.B1.S2

Implementation of peer-to-peer discourse in lessons

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthroughs, evaluations, lesson plans

G1.B1.S3 Make Marzano's "Tracking Student Progress" a target on Teacher Growth Plans and evaluations thereby encouraging use of Formative Assessments

Action Step 1

A variety of formative assessments will be reviewed and modeled during faculty meetings to encourage use

Person or Persons Responsible

Principal and Leadership Team

Target Dates or Schedule

Every other Tuesday

Evidence of Completion

Faculty Meeting minutes, teacher evaluations

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Walkthroughs and observations

Person or Persons Responsible

Principal

Target Dates or Schedule

weekly, ongoing

Evidence of Completion

Rating of applying or innovating on all teachers

Plan to Monitor Effectiveness of G1.B1.S3

Student engagement increases

Person or Persons Responsible

Principal, Leadership Team

Target Dates or Schedule

Walkthroughs, observations

Evidence of Completion

Student grades, student participation, quality peer-to-peer discourse

G2. Writing: All teachers will increase quantity and quality of writing instruction.

G2.B2 -Transition from Florida Writes! test (from student background knowledge) to Common Core (response must be text dependent)

G2.B2.S1 Use the coaching model to provide professional development in text-based writing and 4th grade FCAT Writes!.

Action Step 1

Create schedule for CRT to model quality writing instruction and infusion of writing opportunities in all content areas.

Person or Persons Responsible

Curriculum Resource Teacher and Principal

Target Dates or Schedule

Monthly Ongoing

Evidence of Completion

County-wide text-based writing prompts given three times a year

Facilitator:

CRT and principal

Participants:

All instructional staff

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

Fidelity of coaching model usage

Person or Persons Responsible

Principal

Target Dates or Schedule

Monthly

Evidence of Completion

CRT Lesson Plans

Plan to Monitor Effectiveness of G2.B2.S1

Teacher implementation of strategies learned through coaching model

Person or Persons Responsible

Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Observations

G3. All teachers will implement effective instruction according to Marzano that is aligned to the standards including strategies for reaching economically disadvantaged students.

G3.B2 Time for professional development and PLC preparation

G3.B2.S1 Four professional development days will be provided during the school day with substitutes provided.

Action Step 1

Four professional development days will be selected for our school. Substitutes will be procured for four teachers to be relieved in the morning, and the other half relieved in the afternoon. Budgeted Amout: $960. Extended Learning Opportunity Budgeted Amount: $3,000.

Person or Persons Responsible

Principal will coordinate

Target Dates or Schedule

October 9, 23, November 14, January 29

Evidence of Completion

Sign-in sheets, professional development points earned, agenda, minutes of "aha moments"

Facilitator:

Principal and Curriculum Resource Teacher will present Marzano/Common Core, teachers will share out poverty PLC book study

Participants:

All instructional personnel

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

Conduct PD days according to agenda devised by school and county leadership

Person or Persons Responsible

Principal, CRT, Rick Stevens (consultant)

Target Dates or Schedule

Leadership Team Meeting following each PD day

Evidence of Completion

Exit slips completed by teachers after each PD day

Plan to Monitor Effectiveness of G3.B2.S1

Design and deliver PD in the instructional sequence of Marzano's DQ2-4

Person or Persons Responsible

Principal and CRT

Target Dates or Schedule

Pre-planning through Jan. 29, 2014

Evidence of Completion

Analysis of exit tickets, increased student proficiency on progress monitoring, increased student proficiency among ED population

G3.B2.S2 Jigsaw method will be used so that the material in the PLC will be broken up into teams. The teams of two will collaborate before presenting to the rest of the staff thereby reducing the workload of individuals.

Action Step 1

An in-depth PLC on poverty will be organized in jigsaw fashion to expose maximum content with minimum time commitment. Budgeted Amount for materials: $156

Person or Persons Responsible

Principal will coordinate

Target Dates or Schedule

September 2013

Evidence of Completion

Assignment of teams, resources, chapters, expectations provided to teachers

Facilitator:

Principal

Participants:

All instructional personnel

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A: Title I, Part A provides computer assisted instruction, paraprofessionals, materials and supplies to support the academic achievement of students. After-school programs and summer school services are provided to eligible students to provide additional remediation. Professional development funds are utilized to ensure teachers receive professional development based on the goals and objectives in the Title I, Part A plan.

Title I, Part C - Migrant: Bradford partners with a migrant liaison in Alachua County. The liaison works closely with the Title I director to ensure that migrant needs are met.

Title II: The district receives supplemental funds for improving academic achievement. Bradford utilizes these funds to support reading at the secondary schools.

Title III: Services are provided through the district for educational materials to support the ELL liaison.

Title X - Homeless: Title I supplements the funds that are provided through Title X to support homeless students. Funds are used for student and school support. The district homeless coordinator works with schools to identify and provide the necessary resources.

Supplemental Academic Instruction (SAI): SAI dollars are coordinated with Title I to provide highly qualified 3rd grade teachers and to support summer school.

Violence Prevention Programs: Bullying Prevention Education Programs (TRA – Take responsibility for your actions) and Character Education (Character Counts, Positive Behavior Support) are implemented to help with positive behaviors and decrease discipline referrals.

Nutrition Programs: N/A

Housing Programs: N/A

Head Start: Pre-K classrooms located on and off elementary campuses help to ease the transition to Kindergarten. Active communication exists between Pre-K and the regular program. Students on campus are actively involved in the school program.

Adult Education: The Career Tech Center addresses adult education needs in Bradford County. It provides increased opportunities for training in specific fields such as nursing.

Career and Technical Education: The Career Technical Center partners with Bradford High to provide opportunities for advancement in the fields of nursing, welding, mechanics and other areas. Through the GED Exit option, students at risk of not graduating are given the opportunity to learn and grow in a nontraditional secondary environment.

Job Training: N/A

Other: IDEA and Title I work together to ensure that the educational goals of the district are aligned to meet the needs of all students. Funds are coordinated to provide services and professional development.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Reading: All teachers will increase student engagement during instructional delivery through the use of purposeful peer-to-peer discourse.

G1.B1 Readiness for change among instructional staff/embracing new methods

G1.B1.S1 Principal will attend McREL Technical Assistance Session #8 Managing Change and implement ideas to create a readiness for change among staff

PD Opportunity 1

Develop a plan for creating a readiness for change from information gathered at workshop

Facilitator

McREL

Participants

Principal

Target Dates or Schedule

October 4, 2013

Evidence of Completion

Agenda, workshop notes

G1.B1.S2 Professional Development in Making Meaning

PD Opportunity 1

Professional Development in Making Meaning including modeling in classrooms

Facilitator

Developmental Studies representative: Jolyn Bernard

Participants

All classroom instructional staff

Target Dates or Schedule

Up to six sessions beginning summer of 2013 and continuing throughout the school year

Evidence of Completion

Sign-In sheets

G2. Writing: All teachers will increase quantity and quality of writing instruction.

G2.B2 -Transition from Florida Writes! test (from student background knowledge) to Common Core (response must be text dependent)

G2.B2.S1 Use the coaching model to provide professional development in text-based writing and 4th grade FCAT Writes!.

PD Opportunity 1

Create schedule for CRT to model quality writing instruction and infusion of writing opportunities in all content areas.

Facilitator

CRT and principal

Participants

All instructional staff

Target Dates or Schedule

Monthly Ongoing

Evidence of Completion

County-wide text-based writing prompts given three times a year

G3. All teachers will implement effective instruction according to Marzano that is aligned to the standards including strategies for reaching economically disadvantaged students.

G3.B2 Time for professional development and PLC preparation

G3.B2.S1 Four professional development days will be provided during the school day with substitutes provided.

PD Opportunity 1

Four professional development days will be selected for our school. Substitutes will be procured for four teachers to be relieved in the morning, and the other half relieved in the afternoon. Budgeted Amount: $960. Extended Learning Opportunity Budgeted Amount: $3,000.

Facilitator

Principal and Curriculum Resource Teacher will present Marzano/Common Core, teachers will share out poverty PLC book study

Participants

All instructional personnel

Target Dates or Schedule

October 9, 23, November 14, January 29

Evidence of Completion

Sign-in sheets, professional development points earned, agenda, minutes of "aha moments"

G3.B2.S2 Jigsaw method will be used so that the material in the PLC will be broken up into teams. The teams of two will collaborate before presenting to the rest of the staff thereby reducing the workload of individuals.

PD Opportunity 1

An in-depth PLC on poverty will be organized in jigsaw fashion to expose maximum content with minimum time commitment. Budgeted Amount for materials: $156

Facilitator

Principal

Participants

All instructional personnel

Target Dates or Schedule

September 2013

Evidence of Completion

Assignment of teams, resources, chapters, expectations provided to teachers

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	All teachers will implement effective instruction according to Marzano that is aligned to the standards including strategies for reaching economically disadvantaged students.	$1,116
	Total	$1,116

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
County	$1,116	$1,116
Total	$1,116	$1,116

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G3. All teachers will implement effective instruction according to Marzano that is aligned to the standards including strategies for reaching economically disadvantaged students.

G3.B2 Time for professional development and PLC preparation

G3.B2.S1 Four professional development days will be provided during the school day with substitutes provided.

Action Step 1

Four professional development days will be selected for our school. Substitutes will be procured for four teachers to be relieved in the morning, and the other half relieved in the afternoon. Budgeted Amount: $960. Extended Learning Opportunity Budgeted Amount: $3,000.

Resource Type

Professional Development

Resource

Marzano/IObservation materials, Common Core Institute materials, poverty books

Funding Source

County

Amount Needed

$960

G3.B2.S2 Jigsaw method will be used so that the material in the PLC will be broken up into teams. The teams of two will collaborate before presenting to the rest of the staff thereby reducing the workload of individuals.

Action Step 1

An in-depth PLC on poverty will be organized in jigsaw fashion to expose maximum content with minimum time commitment. Budgeted Amount for materials: $156

Resource Type

Professional Development

Resource

Texts suggested by "Overcoming Learner Resistance" presentation at DA Academy summer conference. Texts include: The Dream Keepers, Why Culture Counts, Teaching With Poverty In Mind, Educational Leadership May 2013 Faces of Poverty, and Educational Leadership May 2011 Schools, Families, and Communities

Funding Source

County

Amount Needed

$156