



## Brookshire Elementary

2500 CADY WAY, Winter Park, FL 32792

[ no web address on file ]

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
36%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
39%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

### School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<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>26</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>27</b>
Professional Development Opportunities	28
Technical Assistance Items	29
<b>Appendix 3: Budget to Support Goals</b>	<b>30</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 resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

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

##### **Provide the school's vision statement**

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

#### School Environment

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

Brookshire Elementary School faculty and staff nurture academic relationships with students that provide foundations to build knowledge and understanding of the cultures (students) that are served. Professional development focusing on cultural diversity, providing stellar customer service and academic relevance are district adopted strategies used at Brookshire to ensure increased student achievement and close the achievement gap for all students.

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

Maintaining a safe and orderly school environment is a basic foundation for increasing student achievement. Brookshire Elementary's administrative team follows district policies to develop and implement the best systems of approach for their campus. School safety rules are reviewed with students on an on-going basis and drill/practice of emergency procedures are conducted monthly.

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

The OCPS Student Code of Conduct is the official document which is used to govern student behavior on campus. The student code of conduct is reviewed every 9 weeks throughout the school year. The protocol for disciplinary incidents are clearly outlined in our staff handbook. The teacher is at the forefront for establishing clear behavioral expectations in the classroom.

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

To meet the social-emotional needs of all students, Brookshire has on site counseling services through a program called CHILL. The CHILL program is a free counseling program for students of all ages in the public schools serving Winter Park and neighboring communities who need help with issues such as divorce, grief and loss, low self-esteem, anger management and depression. CHILL Counselors focus on prevention and early intervention programs. There is no cost to students or families. Students can be referred to the CHILL program by teachers, school administrators, school social workers, SAFE Coordinators, parents, school psychologists, behavior specialists and nurses. Students also can refer themselves to the program. Individual and group counseling takes place during the school day, preferably during "elective" classes so students don't miss any core classes.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Brookshire Elementary's faculty and staff understand the correlation between student contact time and increased student achievement. The goal is to continue to decrease the number of lost instructional days for students during the 2014–2015 school year due to attendance and suspension. Attendance is monitored by classroom teachers and administration. According to Enterprise Data Warehouse (EDW), Brookshire has a 95.7% daily attendance rate. For those students not meeting this measure, attendance conferences are held with the parent. If the situation still is not rectified, a child study team meeting is held with the school social worker.

**Provide the following data related to the school's early warning system**

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	10	12	8	6	7	4	47
One or more suspensions	0	0	3	0	1	0	4
Course failure in ELA or Math	0	0	9	7	12	22	50
Level 1 on statewide assessment	0	0	0	21	21	12	54

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	3	10	8	7	28

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

Brookshire Elementary faculty and staff frequently progress monitor student achievement through data disaggregation during weekly PLC meetings. Data from class assignments, assessments (formative/summative) and project based learning allow teachers to differentiate instruction for individual students by need. The following are resources/strategies employed by Brookshire to help improve academic performance:

- Community Resources (CHILL Counselor, School Resource Officer)
- Parent Conferences (academic, attendance and behavior)
- District Resources ( Social Worker and School Psychologist)
- Intervention and Enrichment daily
- I-Ready K-5 (math and reading)
- Kidbiz3000 3-5 (reading)
- ALEKS 3-5 (math)
- Multi-Tiered System of Support (MTSS for academics and behavior)
- Tutoring before/after school (reading and math)

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

Brookshire has an active PTA and has good parental involvement for extra-curricular activities. The goal is to increase the number of parents volunteering during the school day to help students be successful. During the 2013-2014 school year, Brookshire logged 5,329.76 ADDitions hours.

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

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

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

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

Name	Title
Scott, Jared	Assistant Principal
Fleming, Boone	Instructional Technology
Rusler, Patty	Instructional Coach
Pinero, Robin	Instructional Coach
Lorenz Walsh, Beatrice	Instructional Coach
Mulchrone, Susan	Principal
Joy, Stephanie	Instructional Coach
Pauley, Deanna	Instructional Coach

**Duties**

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

Principal/Assistant Principal : Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing the MTSS process with fidelity, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, and ensures adequate professional development to support implementation and communicates with parents regarding school-based MTSS plans and activities.

MTSS Coach: Identifies systematic patterns of students' needs to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.  
Staffing Specialist: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction and collaborates with general education teachers, ensures paperwork compliance.

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

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

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

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

***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***

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

Title II Funds:

Teachers at Brookshire Elementary will be able to participate in professional development in I-Ready (math and reading K-2), Kidbiz3000 (reading 3-5) and ALEKS (math 3-5) The purpose of the professional development is to provide teachers the opportunity to understand the program, read and analyze reports and change their instruction based on individual student diagnostic data. Data will be gathered daily by teachers as students work throughout the year. Reading and Math resource teachers will collect school wide data weekly and teachers will meet with administrators about their data monthly. The desired outcome is that the use of the supplemental intervention programs will facilitate the increased proficiency of students in both math and reading in every Annual Measurable Objectives (AMO) for all subgroups.

This professional development activity relates to closing the achievement gap by directly supporting our reading and math goals found in our School Improvement Plan. Students are measured daily in

specific skills and teachers will use this data to assign coursework, plan small group instruction and make individual learning goals for students. Our goal is for this individualized instruction to increase student achievement in math and reading in grades K-5 with a focus on learning gains for the students in the lowest 30%.

Supplemental Academic Instruction (SAI) Funds:

Funds will be used to purchase supplemental reading intervention materials ( I-Ready and Kidbiz3000).

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Ann Stevens	Parent
Susan Mulchrone	Principal
Maria Moreno	Parent
Sarah Hayner	Teacher
Graham Niemi	Teacher
Stephanie Joy	Teacher
Shannon MacDonald	Parent
Alisa Hildebrand	Parent
Kelly Hagy	Parent
Jim Alessandro	Business/Community
Madeline Datiz	Education Support Employee

#### Duties

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

*Evaluation of last year's school improvement plan*

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

*Development of this school improvement plan*

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

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

The SAC assists the school leadership team in the development of the SIP and is required to review the plan each year. The Principal shares the current SIP with the SAC committee so they can offer input regarding the school in, but not limited to the following areas: budget, community engagement,

instruction, planning, resources and strategies for the upcoming school year. During these strategy sessions, new ideas are discussed to increase student achievement and promote the school in a positive manner.

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

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

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Mulchrone, Susan	Principal
Joy, Stephanie	Instructional Coach
Scott, Jared	Assistant Principal
Lorenz Walsh, Beatrice	Instructional Coach
Pauley, Deanna	Instructional Coach

**Duties**

**Describe how the LLT promotes literacy within the school**

The two major initiatives of the Literacy Leadership Team (LLT) this year is to implement the Florida Standards in grades K-5 as well as support teachers in developing common assessments.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

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

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

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

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

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

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

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

#### **Instructional Strategies**

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

It is the expectation of Brookshire's administrative team that teachers differentiate instruction for math and reading utilizing guided math and reading groups with the gradual release model (I Do, We Do, You Do) guiding the process. Utilizing formative assessments and other resources, teachers are able to differentiate instruction for each student in their classroom. Data disaggregation meetings, instructional best practices, I -Ready, Kidbiz, ALEKS, PLC meetings, before and after school tutoring are some of the resources and strategies used to meet individual student needs while increasing student achievement.

***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:** Before School Program

**Minutes added to school year:** 1,089

Before or after school tutoring (30 minutes per day, two days per week) is provided for students in the lowest 30% in grades K-5. The computer labs are open for 30 minutes before school, five days per week for these same students.

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction

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

Joy, Stephanie, stephanie.joy@ocps.net

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

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

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

A kindergarten round-up day is open to all pre-school children. This day provides an opportunity for children and parents to visit kindergarten classrooms. It also provides an opportunity for parents to ask questions to the principal and teachers.

Kindergarten teachers conduct home visits during the summer.

The principal and one kindergarten teacher conduct an open forum for parents each year at one local pre-school to answer questions regarding curriculum and general kindergarten expectations.

**College and Career Readiness**

**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

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

N/A

**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

**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

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** To increase the number of students scoring at grade level proficiency on the Math Florida Standards Assessment by 3% for a school total of 79%.
  
- G2.** To increase the number of students scoring at grade level proficiency on the Reading Florida Standards Assessments by 2% for a school total of 83%.

## Strategic Goals Detail

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

**G1.** To increase the number of students scoring at grade level proficiency on the Math Florida Standards Assessment by 3% for a school total of 79%. 1a

G041757

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	79.0

**Resources Available to Support the Goal** 2

- Go Math
- I-Ready
- ALEKS
- Before/After school tutoring
- District Benchmark Assessments
- Formative Assessments

**Targeted Barriers to Achieving the Goal** 3

- Familiarity and fidelity of using Go! Math, I-Ready (math) and standards based instruction
- Developing learning scales which are scaffolded and evidence based

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

Special emphasis will be placed on students not making the AMO target. They will be monitored daily by teachers in the classroom, bi-weekly in administrator data meetings with teachers, and through benchmark assessments.

**Person Responsible**

Susan Mulchrone

**Schedule**

Daily, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Classroom Walk-Throughs, Meeting Notes, Benchmark Data

**G2.** To increase the number of students scoring at grade level proficiency on the Reading Florida Standards Assessments by 2% for a school total of 83%. 1a

G039717

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	83.0

**Resources Available to Support the Goal** 2

- "Becoming a Reflective Teacher" - Robert Marzano
- Professional Learning Community for Writing across the content areas
- Designated Instructional Coach for Writing across the content areas
- Monthly Professional Development
- Purchase of Kidbiz3000 (3-5)
- Purchase of I-READY (K-5)

**Targeted Barriers to Achieving the Goal** 3

- Lack of a consistent school-wide literacy centers with a focus on text based writing with evidence.

**Plan to Monitor Progress Toward G2.** 8

Florida Standards Assessment ELA scores

**Person Responsible**

Stephanie Joy

**Schedule**

On 6/3/2015

**Evidence of Completion**

Percent of students scoring at proficiency on the ELA section of the Florida Standards Assessment

## 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.** To increase the number of students scoring at grade level proficiency on the Math Florida Standards Assessment by 3% for a school total of 79%. **1**

 G041757

**G1.B1** Familiarity and fidelity of using Go! Math, I-Ready (math) and standards based instruction **2**

 B101445

**G1.B1.S1** Hire a new math resource teacher to process and provide coaching and feedback for teachers. In addition, provide interventions to students in grades K-5 who have been identified as Tier II or Tier III in the MTSS process. **4**

 S112642

### Strategy Rationale

To use the MTSS process to close learning gaps and increase student achievement for students.

### Action Step 1 **5**

Teachers will have collaborative planning time to analyze student data and develop a progress monitoring plan.

#### Person Responsible

Susan Mulchrone

#### Schedule

Weekly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

PLC progress monitoring form.

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

Weekly grade level and monthly Math PLC's.

**Person Responsible**

Stephanie Joy

**Schedule**

Weekly, from 9/8/2014 to 6/3/2015

***Evidence of Completion***

PLC meeting notes.

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

Monthly MTSS meetings

**Person Responsible**

Beatrice Lorenz Walsh

**Schedule**

Monthly, from 9/8/2014 to 6/3/2015

***Evidence of Completion***

MTSS meeting notes.

**G1.B1.S2** Utilize PLC's to analyze data from assessments (benchmark, formative and summative) to plan instruction, calibrate intervention and enrichment groups. 4

 S112643

### Strategy Rationale

Planning through the PLC will increase fidelity and mastery of resources and strategies used at BES to increase student achievement for all students.

### Action Step 1 5

Teachers will collaborate during weekly PLC's to discuss and monitor student progress.

#### Person Responsible

Susan Mulchrone

#### Schedule

Weekly, from 9/8/2014 to 6/3/2015

#### Evidence of Completion

PLC data monitoring form

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Teachers will attend weekly PLC meetings

#### Person Responsible

Susan Mulchrone

#### Schedule

Weekly, from 9/8/2014 to 6/3/2015

#### Evidence of Completion

PLC Notes

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Leadership team member assigned to grade level PLC's

**Person Responsible**

Susan Mulchrone

**Schedule**

Daily, from 9/8/2014 to 6/3/2015

**Evidence of Completion**

Classroom walkthroughs, lesson plans, formative assessments

**G1.B2 Developing learning scales which are scaffolded and evidence based 2**

 B101446

**G1.B2.S1 Monthly professional development on how to construct evidence based scales. 4**

 S112644

**Strategy Rationale**

To increase teacher knowledge in developing student friendly, evidenced based scales.

**Action Step 1 5**

Teachers will be able to develop evidence based scales.

**Person Responsible**

Susan Mulchrone

**Schedule**

Monthly, from 8/13/2014 to 6/3/2015

**Evidence of Completion**

Informal/Formal observations, classroom walkthrough data.

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

Informal/Formal observations, classroom walkthroughs.

**Person Responsible**

Susan Mulchrone

**Schedule**

Daily, from 9/22/2014 to 6/3/2015

***Evidence of Completion***

Teacher lesson plans.

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

Classroom walkthroughs

**Person Responsible**

Susan Mulchrone

**Schedule**

Daily, from 9/22/2014 to 6/3/2015

***Evidence of Completion***

Teacher lesson plans.

**G2.** To increase the number of students scoring at grade level proficiency on the Reading Florida Standards Assessments by 2% for a school total of 83%. 1

G039717

**G2.B1** Lack of a consistent school-wide literacy centers with a focus on text based writing with evidence.

2

B095969

**G2.B1.S1** Provide on-going professional development on incorporating writing within literacy centers. 4

S107155

### Strategy Rationale

To use researched based resources/strategies to assist in teaching and raising student achievement.

### Action Step 1 5

Develop a professional development calendar.

#### Person Responsible

Stephanie Joy

#### Schedule

Monthly, from 8/18/2014 to 6/3/2015

#### Evidence of Completion

Create a school-wide PD calendar

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

The development of literacy centers with a writing component.

#### Person Responsible

Deanna Pauley

#### Schedule

Daily, from 8/18/2014 to 6/3/2015

#### Evidence of Completion

Classroom walkthroughs, Lesson plans

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

Teachers utilizing writing rubrics to accurately and consistently assess student writing.

**Person Responsible**

Deanna Pauley

**Schedule**

Daily, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Writing rubrics for each grade level.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Develop a professional development calendar.	Joy, Stephanie	8/18/2014	Create a school-wide PD calendar	6/3/2015 monthly
G1.B1.S1.A1	Teachers will have collaborative planning time to analyze student data and develop a progress monitoring plan.	Mulchrone, Susan	8/18/2014	PLC progress monitoring form.	6/5/2015 weekly
G1.B2.S1.A1	Teachers will be able to develop evidence based scales.	Mulchrone, Susan	8/13/2014	Informal/Formal observations, classroom walkthrough data.	6/3/2015 monthly
G1.B1.S2.A1	Teachers will collaborate during weekly PLC's to discuss and monitor student progress.	Mulchrone, Susan	9/8/2014	PLC data monitoring form	6/3/2015 weekly
G1.MA1	Special emphasis will be placed on students not making the AMO target. They will be monitored daily by teachers in the classroom, bi-weekly in administrator data meetings with teachers, and through benchmark assessments.	Mulchrone, Susan	8/18/2014	Classroom Walk-Throughs, Meeting Notes, Benchmark Data	6/3/2015 daily
G1.B1.S1.MA1	Monthly MTSS meetings	Lorenz Walsh, Beatrice	9/8/2014	MTSS meeting notes.	6/3/2015 monthly
G1.B1.S1.MA1	Weekly grade level and monthly Math PLC's.	Joy, Stephanie	9/8/2014	PLC meeting notes.	6/3/2015 weekly
G1.B2.S1.MA1	Classroom walkthroughs	Mulchrone, Susan	9/22/2014	Teacher lesson plans.	6/3/2015 daily
G1.B2.S1.MA1	Informal/Formal observations, classroom walkthroughs.	Mulchrone, Susan	9/22/2014	Teacher lesson plans.	6/3/2015 daily
G1.B1.S2.MA1	Leadership team member assigned to grade level PLC's	Mulchrone, Susan	9/8/2014	Classroom walkthroughs, lesson plans, formative assessments	6/3/2015 daily
G1.B1.S2.MA1	Teachers will attend weekly PLC meetings	Mulchrone, Susan	9/8/2014	PLC Notes	6/3/2015 weekly
G2.MA1	Florida Standards Assessment ELA scores	Joy, Stephanie	8/18/2014	Percent of students scoring at proficiency on the ELA section of the Florida Standards Assessment	6/3/2015 one-time
G2.B1.S1.MA1	Teachers utilizing writing rubrics to accurately and consistently assess student writing.	Pauley, Deanna	8/18/2014	Writing rubrics for each grade level.	6/3/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	The development of literacy centers with a writing component.	Pauley, Deanna	8/18/2014	Classroom walkthroughs, Lesson plans	6/3/2015 daily

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** To increase the number of students scoring at grade level proficiency on the Math Florida Standards Assessment by 3% for a school total of 79%.

**G1.B2** Developing learning scales which are scaffolded and evidence based

**G1.B2.S1** Monthly professional development on how to construct evidence based scales.

### PD Opportunity 1

Teachers will be able to develop evidence based scales.

#### Facilitator

Susan Mulchrone

#### Participants

K-5 Teachers

#### Schedule

Monthly, from 8/13/2014 to 6/3/2015

**G2.** To increase the number of students scoring at grade level proficiency on the Reading Florida Standards Assessments by 2% for a school total of 83%.

**G2.B1** Lack of a consistent school-wide literacy centers with a focus on text based writing with evidence.

**G2.B1.S1** Provide on-going professional development on incorporating writing within literacy centers.

### PD Opportunity 1

Develop a professional development calendar.

#### Facilitator

Principal, Instructional Coaches

#### Participants

All K-5 teachers

#### Schedule

Monthly, from 8/18/2014 to 6/3/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> To increase the number of students scoring at grade level proficiency on the Math Florida Standards Assessment by 3% for a school total of 79%.	16,500
<b>Goal 2:</b> To increase the number of students scoring at grade level proficiency on the Reading Florida Standards Assessments by 2% for a school total of 83%.	27,000
<b>Grand Total</b>	<b>43,500</b>

### Goal 1: To increase the number of students scoring at grade level proficiency on the Math Florida Standards Assessment by 3% for a school total of 79%.

Description	Source	Total
<b>B1.S1.A1</b> - I-Ready Math	General Fund	6,000
<b>B1.S1.A1</b> - ALEKS	General Fund	10,500
<b>Total Goal 1</b>		<b>16,500</b>

### Goal 2: To increase the number of students scoring at grade level proficiency on the Reading Florida Standards Assessments by 2% for a school total of 83%.

Description	Source	Total
<b>B1.S1.A1</b> - I-READY	General Fund	6,000
<b>B1.S1.A1</b> - KidBiz3000	General Fund	17,500
<b>B1.S1.A1</b> - Write Score	Other	3,500
<b>Total Goal 2</b>		<b>27,000</b>