



## Brookview Elementary School

10450 THERESA DR, Jacksonville, FL 32246

<http://www.duvalschools.org/brookview>

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

57%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

58%

### School Grades History

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

### School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

### 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>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Brookview Elementary School enables every student to reach their highest potential by establishing a curriculum that meets or exceeds government standards for education; providing extracurricular programs that develop children's mental, physical and social skills; and partnering with parents and the community to create an environment geared to the success of all students.

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

Brookview Elementary School is committed to equipping students with the tools they need for academic, personal and social achievement.

#### School Environment

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

Brookview works to establish and sustain a culture that is collaborative, transparent, and child-centric by collaborating with our student council, Parent Teacher Association, and School Advisory Council. Open dialogue between students and faculty members occur weekly through principal tiger time, teacher-student lunch bunch and student climate surveys. Additionally, principal-student and teacher-student data chats in conjunction with consistent recognition of positive behavior and academic success aid in establishing a positive culture school-wide.

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

In order to accomplish the goal of managing student behavior at Brookview Elementary, a Foundations and CHAMPs school wide discipline plan is implemented.

A foundation is a school-wide discipline plan that creates a safe and civil school environment that promotes student achievement. All common areas including the playground, cafeteria, hallway, restrooms, and the arrival and dismissal areas have a developed plan of student expectations. In all classrooms, K through 5, CHAMPs is utilized as the standardized behavior management plan. The acronym for CHAMPs is as follows:

- C – Conversation
- H – Help
- A – Activity
- M – Movement
- P – Participation

##### **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**

A classroom management plan is developed to create a classroom of students who are responsible, motivated, and highly engaged in meaningful tasks. Teachers and students utilize a plan for the CHAMPs acronym for each activity. This plan gives students their expectations for the activity in which they are participating.

A behavior chart is posted in each classroom. Each student will have a pocket on the chart with his/her name holding five cards. Each card represents a reward or consequence (great day, time out, teacher intervention, etc.). Students are required to flip a card when he/she behaves inappropriately and will receive the corresponding consequence. Students will begin each day "fresh" on a white card. The following color card system will be utilized at Brookview Elementary:

White A 4 points Excellent

Yellow B 3 points Good

Green C 2 points Average

Blue D 1 point Needs Improvement

Pink F 0 points Unacceptable

The corresponding points listed above will be used to calculate an overall conduct grade for the current nine weeks grading period. Teachers are also allowed to implement the "Ready to Learn" behavioral system as well.

Teachers are expected to send their Behavior Log (clipboard) with students to their resource classes and to the cafeteria. This enables faculty members to monitor behavior outside the classroom.

Classes may receive a PAW for exceptional behavior in the cafeteria.

### **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**

Brookview aligns effective academic, health, and social-emotional services for students based on their needs. Partnerships with faith-based and non-profit organizations are established to provide mentoring, counseling, and economic resources for students to aid in developing the whole child. Additionally, restorative justice is fully implemented school-wide as a primary means of support.

### **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**

Members of the MTSS Leadership team will meet to determine a formal process for its functions at the beginning of the school year. The roles and responsibilities are outlined for all members and communicated to the staff during faculty meetings and PLC meetings. Instructional teams will assist with the development of an initial draft of the SIP using the template provided by the Florida Department of Education. The MTSS process will guide the work as outlined in the School Improvement Plan. School based Instructional Coaches will be included when discussing interventions for RtI. They will assist in the design and delivery of professional development, support the implementation for progress-monitoring, data collection and data analysis, and identify appropriate, evidence-based intervention strategies.

MTSS Leadership Team:

Principal - Shana Adams, Assistant Principal - Ta'Vianna Billingslea, Guidance Counselor - Kristen Schebell, Kindergarten Teacher - Jennifer Knoechel, 1st Grade Teacher - Melba Joslin, Candace Cole, 2nd Grade Teacher - April Blackmon, 3rd Grade Teacher - Karen Burleigh, 4th Grade Teacher - Natalie Shapiro, 5th Grade Teacher - Jodi Webber, Speech Pathologist - Gail Campbell, ESE Liaison - Karen Neumann, VE Teachers - Karen Neumann, Cheryl Steve, Academic Coaches - Heidi Williams, Reading Interventionist- Nefertiti Harris, Math Interventionist- Dea Weertz

### **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	69	40	39	43	43	32	266
One or more suspensions	4	2	6	3	13	16	44
Course failure in ELA or Math	3	2	1	6	0	0	12
Level 1 on statewide assessment	0	0	0	23	25	15	63

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

Indicator	Grade Level				Total
	K	3	4	5	
Students exhibiting two or more indicators	1	3	1	2	7

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

Step 1: Problem identification is the first step and will be stated in objective, measurable terms, using direct measures of academics from data sources. A factor that needs to be considered is the severity of the problem. A gap analysis will be conducted to evaluate the size of the gap in relation to the performance target and to project a timeline for closing the gap.

Step 2: Analyze the problem and and gather relevant information about the probable causes of the problem.

Step 3: Develop a research-based instructional/intervention plan that matches the identified student need and has the most likelihood of success. The plan will be monitored for fidelity of implementation using an Academic Intervention Documentation form that includes the intervention design (who, what, where, when, and progress monitoring method). Teachers will indicate/monitor the intervention for Tier 2 (small group) using a Group Intervention Documentation Form and for Tier 3 (1-3 students) using an Individual Intervention Documentation Form.

Step 4: Determine if the Response to Intervention is working. Progress will be reviewed and monitored at weekly grade level PLC meetings. If an intervention is not producing the desired results, the first step will be to evaluate whether the intervention is being implemented as designed. Teachers will modify goal or intervention based on data. Grade level representatives will keep track of students in Tier 2 and Tier 3. At monthly MTSS Leadership meetings, the team will consider whether the intensity of an intervention needs to be increased by reducing the size of the group and increasing the amount of time/frequency that the intervention is delivered if the student is not showing growth at the expected rate of progress. (movement from Tier 2 to Tier 3).

Step 5: MTSS Student Meetings will take place that includes the parent and school based MTSS Leadership Team. The team will conduct a progress review that includes Intervention Documentation Forms and Progress Monitoring Graphs. As a team, interventions will be modified or discontinued based on data. If the team decides that a student is not progressing at the expected rate or the gap is not closing when different interventions have been done with fidelity then a referral will be made through the Guidance Office to the District Multi-Disciplinary Team (MT) for evaluation.

Teacher support systems will include school and district based instructional coaches.

Collaborative Problem-Solving Team (CPST) Meeting Minutes will be kept for all student meetings.

**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?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/183562>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**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**

Brookview builds and sustains relationships with the local community to support the school by collaboratively developing an annual Parent Involvement Plan/ Community Engagement Plan with our School Advisory Council and Parent Teacher Association. As a school we focus on the following aspects for the purpose of securing and utilizing resources:

- We ensure that all partners share a common vision. The entire school community and all involved partners agree on the same goals and expectations.
- We encourage open dialogue about challenges and solutions. To foster shared ownership, SAC and SGC engages honestly and constructively with each other to solve problems and make mid-year corrections.
- We engage partners in the use of data. We share data to enable stakeholders to understand our status as a school as a means of accountability and making measurable progress.
- Leveraging community resources. We capitalize on the financial assets of community partners and funding streams to support programs and activities aligned with our common vision.

Currently we partner with local businesses, faith-based organizations, and local universities such as Good News Baptist Church, Saint Barnabas Baptist Anglican Church, United Way, Prindle House Publishing, University of North Florida, Jacksonville University, and Chick-fil-A.

**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
Adams, Shana	Principal
Billingslea, Tavianna	Assistant Principal
Williams, Heidi	Instructional Coach
Weertz, Andrea	Instructional Coach

**Duties**

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

The instructional leadership team meets weekly to review curriculum and instructional resources, discuss teacher's progress, and analyze assessment data. Additionally, team focus walks are conducted to ensure best practices are implemented with fidelity. More elaborate meetings are held bi-weekly with a representative from each grade-level as a means of shared decision making and grade level progress monitoring.

Each leadership team member serves in the capacity of an administrator, academic coach, or an interventionist.

**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**

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Part D

District receives funds to support Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. We also refer families to Sandalwood Family Resource Center.

SAI- Funds are used to provide additional tutoring to our At-Risk students in grades 3rd-5th.

Nutrition Programs- Fresh Fruit and Vegetable Program- students receive fresh fruit and vegetables three times a week starting in September and ending in March. Students sample the product and teachers integrate it into the Science Curriculum. Very beneficial for our students since they may eat or receive healthy foods at home.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Adams, Shana	Principal
Cavin, Sue	Teacher
Schebell, Kirsten	Teacher
	Education Support Employee
Barbra, Sonya	Parent
Seabrooks, Angela	Student

#### 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*

The SAC team will continue to support and work with Brookview and the community to create a safe and

orderly school environment to enhance student academic achievement in the following ways:

- Assist in creating the school budget
- Monitor and Evaluate the School Improvement Plan
- Reach out to the community to obtain more partners in education
- Fund important activities for the school, i.e. Student Planner Books, student incentives, school-wide activities
- Assist the school in analyzing data regarding parent involvement and student achievement

*Development of this school improvement plan*

School Advisory Council assists in preparing the proposed School Improvement Plan, including improvement strategies and measures. Their responsibilities to develop the plan included:

- Assessing the need for improvement at the school using district, state, and federal goals as a guide and by reviewing student performance data;
- Prioritizing the school's needs
- Indicating problems and barriers that underlie the needed improvements and their causes;
- Identifying and evaluating possible solutions and developing strategies to accomplish goals

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

In the spring the projected budget for the 2014-2015 School year was shared with the SAC and input was collected . During the September SAC meeting the updated budget was shared and the SAC approved Brookview's 2014-2015 budget.

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

The school improvement funds will be used to fund teachers' salaries for after school tutoring and Saturday School. The allocated amount is to be determined.

***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
Adams, Shana	Principal
Billingslea, Tavianna	Assistant Principal
Williams, Heidi	Instructional Coach
Weertz, Andrea	Instructional Coach

**Duties**

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

The major initiative is to reduce the achievement gap by focusing on the core curriculum and raising the percent proficient in reading. Specific professional development for the staff will include: The implementation of Common Core Standards in K-5 grades, inquiry based instruction, close reading/text complexity, focus on Common Core Writing, and training of new district reading initiatives. In addition, the team will monitor the progress of all subgroups and identify critical needs based upon the reading data. To develop a plan to incorporate literacy across all curriculum including technology. Implementation of the Million Word Campaign. Provide targeted staff development in reading and RTI. Ensure the delivery of the core program with fidelity, intensity, and passion. To provided professional development in the area of Instruction, curriculum & assessment; and support the facilitation of the examining student work Professional Learning/Collaboration .  
The team will also organize Literacy Week and plan activities for the Reading Celebration.

## 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**

To encourage positive working relationships with teachers the master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. Additionally, our Professional Development facilitator meets regularly with new teachers to provide curriculum guidance, policy procedure, and certification. Instructional Coaches facilitate weekly common planning PLC's to provide all teacher with assistance in implementing instructional best practices. Ultimately, leadership and staff supervision and evaluation processes result in improved professional practice and collaborative structures.

Leadership and staff foster a culture consistent with the school's purpose and direction by consistently celebrating academic and professional success. Each grade level is responsible for sharing exemplary student works samples, innovative teaching strategies, and new learning.

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

Brookview's Leadership Team inclusive of coaches, administrators, and the Professional Development Facilitator will collaborate to implement the following strategies to recruit and retain highly qualified, certified-in-field teachers:

- Administration will interview multiple candidates for vacant positions in order to select best possible person.
- The Professional Development Facilitator and Administration will schedule regular meetings with new teachers.
- Administration and Instructional Coaches will partner new teachers with veteran staff for mentoring.
- Leadership Team members will work towards establishing a working environment of trust, commitment, and teamwork. Additionally, Administration will lead trainings on building relationships.
- The Leadership Team will provide meaningful professional development that strengthens instructional practice.
- Administration and the Professional Development Facilitator will ensure new teachers participate in the district's MINT program that provides continued support, professional development and mentoring.

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

Administration and the Professional Development Facilitator will ensure new teachers participate in the district's MINT program that provides continued support, professional development and mentoring. All novice teachers receive a school-based mentor and support team. The team works collaboratively to develop an individual professional development plan that provides the novice teacher with guidance regarding professional learning and instructional support strategies. Specifically, mentors meet with novice teachers weekly to collaboratively plan, model classroom lessons, conduct classroom observations and data chats.

Novice teachers have multiple routes and programs from which to choose in order to achieve professional educator certification. Specific program requirements are dependent on the individual teacher's certification requirements and support needs. Brookview's Professional Development Facilitator ensures all novice teachers are aware of their personal certification requirements and receive the needed support to meet certification requirements.

## 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***

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

#### 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***

The school establishes and maintains a clearly defined assessment system. Differentiate Instruction using data: Student groups are based on current student CGA data and are flexible based on frequent informal and formal assessments. Professional and support staff continuously collect, analyze, and apply learning from a range of data sources produced from standardized and local assessments on student learning and achievement.

Differentiate Instruction through Tier 1, 2, 3 Interventions.

Tier 1- provide comprehension strategies that include high-level reasoning skills, and provide instruction in basic orthographic patterns and affixes/roots (all students)

Tier 2- (small groups) text reading efficiency, automaticity at the phrase, sentence and paragraph level, practice with repeated readings.

Tier 3- Intensive Instruction in word study/recognition decoding strategies to connected text, and building fluency.

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

**Strategy:** Extended School Day

**Minutes added to school year:**

***Strategy Rationale***

***Strategy Purpose(s)***

""

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

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

## **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***

At Brookview Elementary, students are informed on "Tiger Talk," our school announcements and families are given information about Kindergarten registration in the monthly newsletter that goes home and in the month of April each year. During our annual Open House in the fall, our Kindergarten Team shares school and classroom expectations. During this special time of learning for parents, teachers cover strategies to help them assist their child/children with becoming acclimated to their new learning environment as well as meeting kindergarten grade-level expectations. At each scheduled reporting cycle, parents are given a skills sheet to keep them abreast of all the skills they must master by the time progress reports and report cards go home.

Within the first 45 days of enrollment, Kindergarten students are given 2 assessments: Florida Kindergarten Readiness Assessment (FLKRS) is designed to provide screening of each child's readiness for kindergarten. The FLKRS includes subset of the Early Childhood Observation System (ECHOS) and the first two measures of the Dynamic Indicators of Basic Early Literacy Skills to gather information on a child's development in emergent literacy. The results from these assessments are used to group students for differentiated instruction and to provide immediate intensive intervention if needed.

Students transitioning from elementary school to middle school participate in a tours of our two feeder middle schools. Additionally, local magnet schools present their academic programs and magnet program offerings to fifth grade students and parents during parent nights and grade level assemblies.

Furthermore, all members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning.

### **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***

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

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

**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**

## 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.** 98% of teachers will plan in Professional Learning Communities and vertical team articulation with coaches. Vertical articulation will help teachers understand how benchmarks build on each other and become more rigorous as the grade levels increase.
- G2.** Parent Involvement activities will be implemented K-5 to encourage parental understanding of the curriculum, instructional expectations and how to support their child in a home learning setting. Parent Involvement will increase by 20%.
- G3.** 100% of teachers will implement effective teaching instruction and lessons aligned to the Florida State Standards through the Gradual Release Model to include authentic literacy focused around purposeful reading, writing, and discussions around text.

## 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.** 98% of teachers will plan in Professional Learning Communities and vertical team articulation with coaches. Vertical articulation will help teachers understand how benchmarks build on each other and become more rigorous as the grade levels increase. 1a

G041027

**Targets Supported** 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	63.0
FSA - English Language Arts - Proficiency Rate	56.0

**Resources Available to Support the Goal** 2

- On going professional development during Physical Resources will include: Content specific FASA item specifications for Reading, Math, and NGSS item specifications for Science, Florida State Standards, and curriculum learning guide.

**Targeted Barriers to Achieving the Goal** 3

- Transferring what was learned in the professional development into the classroom setting. (i.e. item specification, content focus, and implementation of common core state standards in primary grades)

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

Increase performance in Informational text category through Item Analysis of Quarterly Curriculum Guide Assessments, I-Ready, and Achieve 3000.

**Person Responsible**

Heidi Williams

**Schedule**

Quarterly, from 9/22/2014 to 5/22/2015

**Evidence of Completion**

Purposefully plan higher order thinking activities and ask students to support their thinking with evidence from the text. Increase reading lexiles through engaging daily with informational text on Achieve 3000 and authentic discussions around text. Common Assessments, Curriculum based assessments, Data reflection guides/Item analysis sheet created with teachers and coach. Written calendar for remediation and enrichment based on item analysis. Item analysis to be shared with grade K-5.

**G2.** Parent Involvement activities will be implemented K-5 to encourage parental understanding of the curriculum, instructional expectations and how to support their child in a home learning setting. Parent Involvement will increase by 20%. 1a

G041028

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	67.0

**Resources Available to Support the Goal** 2

- Science Expo Data Analysis (Reading and Math) Writing Camp (Parent Night) Books for Baskets After hour book fair Are you Smarter than a 5th Grader Pancake Breakfast-Parents, Pancakes and Portals!

**Targeted Barriers to Achieving the Goal** 3

- There is a language barrier between parents and faculty due to a high population of parents who speaks English as a second language. Lack of parent involvement and engagement in school based programs, meetings and activities.

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

Parent Involvement Night will be implemented K-5 at Brookview Elementary

**Person Responsible**

Tavianna Billingslea

**Schedule**

Monthly, from 9/22/2014 to 5/25/2015

**Evidence of Completion**

Parent Feedback forms completed and returned. Surveys.

**G3.** 100% of teachers will implement effective teaching instruction and lessons aligned to the Florida State Standards through the Gradual Release Model to include authentic literacy focused around purposeful reading, writing, and discussions around text. 1a

G041029

**Targets Supported** 1b

Indicator	Annual Target
Highly Effective Teachers (Performance Rating)	80.0

**Resources Available to Support the Goal** 2

- Instructional coaches - resource time for PD and follow up -Title I, District Coaches, ESE support, ESE program -Reading and Math has Gradual Release built into the program -Staff (most) are open to change -Some teachers are asking for help with data -Common Planning time in grade level/subject/content area -PD days and early release days -Administrative support
- Good technology Infrastructure

**Targeted Barriers to Achieving the Goal** 3

- Lack of teacher knowledge about new curriculum and implementation of Florida Standards, strategies, best practices, and accommodations. -Some teachers have multiple preps and some are departmentalized -Need for quality instruction aligned to standard - Fidelity to the Gradual Release model of instruction -Lack of Differentiated Instruction - Teachers lack knowledge of collaborative, data driven analysis and instruction (cannot or do not implement if they have knowledge of it) - Lack of resources for teachers - Intensive coaching cycle: PD and Implementation - Classroom management

**Plan to Monitor Progress Toward G3.** 8

3-5th grade students will increase Reading and Math proficiency on the CGA assessments and FASA assessments.

**Person Responsible**

Shana Adams

**Schedule**

Quarterly, from 9/19/2014 to 4/30/2015

**Evidence of Completion**

The level of instruction, questioning and student tasks will be rigorous enough to meet the expectations of the Florida State Standards. Teachers analyze data to determine core instructional needs and create tasks that generate useful progress monitoring information. Student groups will be based on data and be fluid in response to ongoing progress monitoring. Teachers identify core concepts and skills aligned to state standards and modify the scope and sequence of the curriculum to accommodate student needs, both remediation and enrichment. Teachers provide specific instructional feedback that guides students toward proficiency.

## 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.** 98% of teachers will plan in Professional Learning Communities and vertical team articulation with coaches. Vertical articulation will help teachers understand how benchmarks build on each other and become more rigorous as the grade levels increase. **1**

 G041027

**G1.B1** Transferring what was learned in the professional development into the classroom setting. (i.e. item specification, content focus, and implementation of common core state standards in primary grades) **2**

 B099555

**G1.B1.S1** School base coaches will complete a coaching cycle based on vertical teaming. Teacher will cross grade level plan during PLCs time Teachers will conduct cross grade level classroom observations Teachers will consistently monitor students' progress on meetings standards based on the benchmarks via the district's Year at a Glance **4**

 S110848

### Strategy Rationale

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

### Action Step 1 **5**

Vertical articulation meetings

#### Person Responsible

Heidi Williams

#### Schedule

Weekly, from 9/5/2014 to 5/29/2015

#### Evidence of Completion

Classroom walk through anecdotal chart used by the administration and school based coaches. Teachers and coaches will collaborate to develop identify appropriate strategies students need to demonstrate proficiency and analyze data to determine skill deficits.

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

Vertical Articulation Meetings

**Person Responsible**

Heidi Williams

**Schedule**

Weekly, from 9/5/2014 to 5/29/2015

***Evidence of Completion***

Classroom walk through chart with strategies listed and room for anecdotal recording. Teachers will collaborate to develop lessons and rigorous tasks based on the item specifications and implementation of the Florida State Standards. Data will be used to inform decision making that leads to differentiated instruction.

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

Vertical Articulation Meetings

**Person Responsible**

Heidi Williams

**Schedule**

Biweekly, from 9/5/2014 to 5/29/2015

***Evidence of Completion***

Teachers' lesson plans reflect use of students prior knowledge and less introduction of previously taught information. All components of the Gradual Release Model of Instruction will be evident in classrooms. Learning structures will support explicit instruction (whole group, small group instruction, progress monitoring, and closing) Coaches classroom observation tools

**G2.** Parent Involvement activities will be implemented K-5 to encourage parental understanding of the curriculum, instructional expectations and how to support their child in a home learning setting. Parent Involvement will increase by 20%. 1

G041028

**G2.B1** There is a language barrier between parents and faculty due to a high population of parents who speaks English as a second language. Lack of parent involvement and engagement in school based programs, meetings and activities. 2

B099556

**G2.B1.S1** 1. Have a translator available at our parent engagement activities. 4

S110849

### Strategy Rationale

to increase effective communication between the school and parents.

### Action Step 1 5

Have materials readily available in the parents native language

#### Person Responsible

Tavianna Billingslea

#### Schedule

Monthly, from 8/1/2014 to 5/29/2015

#### Evidence of Completion

Surveys and sign in sheets

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

Create an action plan that includes the agenda of parent, student, and teacher activities.

#### Person Responsible

Tavianna Billingslea

#### Schedule

Monthly, from 9/19/2014 to 5/29/2015

#### Evidence of Completion

sign-in sheets, parent feedback, and end of the year surveys

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

Administration walk through, pictures, and videos during the activity.

**Person Responsible**

**Schedule**

Monthly, from 9/19/2014 to 5/29/2015

**Evidence of Completion**

End of the year celebration for parent involvement, Parent Involvement Report, volunteer/ Parent Appreciation, Parent, Student, Teacher Compact, Survey

**G2.B1.S2 2. Incentives to encourage parents to attend activities (i.e. dinner and raffles) 4**

 S110850

**Strategy Rationale**

increase stakeholder engagement

**Action Step 1 5**

Science Expo packet that explicitly stated the expectations and procedures for parents to follow.

**Person Responsible**

Sue Cavin

**Schedule**

On 5/29/2015

**Evidence of Completion**

Hard copy of the Science Expo packet.

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

Science Expo packets distributed and explained to students and parent.

**Person Responsible**

Sue Cavin

**Schedule**

On 12/26/2014

**Evidence of Completion**

Hard copy which will include schedule for classroom presentations.

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

Science Expo procedure packets for students and parent which include Nature of Science Benchmarks.

**Person Responsible**

Sue Cavin

**Schedule**

On 5/29/2015

**Evidence of Completion**

Students in grade 5 FCAT 2.0 Nature of Science Scores will be compared with the 5th grade scores from 2014.

**G2.B1.S3 3. Use multiple sources to communicate with parents via flyers, phone calls, and emails. 4**

 S110851

**Strategy Rationale**

to provide multiple pathways of communication

**Action Step 1 5**

Written timeline for teachers to follow for implementing steps for Science Expo.

**Person Responsible**

Sue Cavin

**Schedule**

On 5/29/2015

**Evidence of Completion**

Hard copy of science expo timeline,

**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

Science Timeline

**Person Responsible**

Sue Cavin

**Schedule**

On 12/12/2014

***Evidence of Completion***

Hard copy of timeline.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3** 7

Timeline for expo implementation

**Person Responsible**

Sue Cavin

**Schedule**

On 11/28/2014

***Evidence of Completion***

Classroom evidence of science expo projects being completed in class.,

**G3.** 100% of teachers will implement effective teaching instruction and lessons aligned to the Florida State Standards through the Gradual Release Model to include authentic literacy focused around purposeful reading, writing, and discussions around text. 1

G041029

**G3.B1** -- Lack of teacher knowledge about new curriculum and implementation of Florida Standards, strategies, best practices, and accommodations. -Some teachers have multiple preps and some are departmentalized -Need for quality instruction aligned to standard - Fidelity to the Gradual Release model of instruction -Lack of Differentiated Instruction - Teachers lack knowledge of collaborative, data driven analysis and instruction (cannot or do not implement if they have knowledge of it) - Lack of resources for teachers - Intensive coaching cycle: PD and Implementation - Classroom management 2

B099557

**G3.B1.S3** Develop master calendar for data collection in Gradual Release, Standards-based instruction, and Data driven differentiated instruction/tasks 1. Administration and school-based coaches will collaborate to develop a focus calendar and schedule for data collection from classroom observation walk through using instruments measuring: GR, instruction aligned to standards, use of ELL strategies, and differentiated instruction. 4

S110854

### Strategy Rationale

Principal will identify specific priorities for individual teachers and develop coaching plan to address instructional weaknesses.

### Action Step 1 5

Develop calendars and schedule for data collection from classroom observation walk through using instruments measuring gradual release, instruction aligned to standards, use of ELL and ESE strategies, and differentiated instruction.

#### Person Responsible

Heidi Williams

#### Schedule

Monthly, from 9/19/2014 to 5/29/2015

#### Evidence of Completion

Agenda, Sign in sheets, exit tickets , lesson plans, Instructional Focus Calendars, differentiated instructional tasks as well as formal small group data based instruction. Coaching cycle implementation with select teachers to improve instruction.

**Action Step 2** 5

Design Professional Development Data-based problem solving, gradual release model of instruction, and data based differentiated instruction.

**Person Responsible**

Heidi Williams

**Schedule**

Weekly, from 9/5/2014 to 5/29/2015

**Evidence of Completion**

PD plan, materials, Agenda, sign in sheets, exit ticket

**Plan to Monitor Fidelity of Implementation of G3.B1.S3** 6

Administration and teacher data chats and common planning sessions with coaches

**Person Responsible**

Shana Adams

**Schedule**

Weekly, from 9/19/2014 to 5/29/2015

**Evidence of Completion**

Analyze data to determine core instructional needs. Teachers identify core concepts and skills aligned to State Standards and modify curriculum/tasks to accommodate student needs. I-Ready student usage reports, student focus groups, Achieve data, teacher student target groups and CGA assessment results.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S3** 7

Using reading strategies with non-fiction texts within the science classroom

**Person Responsible**

Sue Cavin

**Schedule**

Weekly, from 9/19/2014 to 5/29/2015

**Evidence of Completion**

Strategy artifacts evident within in interactive journals and through charting. Model thinking and writing and use academic language.

**G3.B1.S4** Establish model classroom and schedule of observations 1. School Leadership (admin, coaches) will facilitate the implementation of model classrooms to establish a schedule and rotation for all teachers to observe implementation of model literacy/math block. 2. Coaches will support teachers through implementation period by co teaching, coaching, debriefing, and assisting with materials and lesson plans. 4

 S110855

### Strategy Rationale

Coaches support teachers through the coaching cycle to provide more opportunities for application of strategies of all components of the gradual release model.

### Action Step 1 5

Ongoing collaboration to: plan, establish, and publish agendas for PLC meetings, publish agendas at least two days prior to meeting the teachers; facilitate meetings, meeting minutes published to admin and team within 24 hours; facilitate weekly sign in sheets for the meetings; track and log for administration.

#### Person Responsible

Heidi Williams

#### Schedule

Weekly, from 9/19/2014 to 5/29/2015

#### Evidence of Completion

minutes, agendas, student data, instruction, and intervention plans

### Action Step 2 5

Publish PLC agenda for first meeting

#### Person Responsible

Heidi Williams

#### Schedule

Weekly, from 9/1/2014 to 6/5/2015

#### Evidence of Completion

Agenda

**Action Step 3** 5

Establish protocol for PLC meeting minutes protocol for a monitoring piece to be collected by administration

**Person Responsible**

Heidi Williams

**Schedule**

Biweekly, from 8/15/2014 to 5/29/2015

***Evidence of Completion***

PLC Minute template, monitoring schedule

**Action Step 4** 5

Inform the facility of the newly structured weekly meetings and classroom observation data collection, expectations, objectives, and roles for PLCs

**Person Responsible**

Shana Adams

**Schedule**

Biweekly, from 8/15/2014 to 5/29/2015

***Evidence of Completion***

Sign in sheets and exit tickets. agenda, teacher PD surveys

**Action Step 5** 5

Establish guidelines to facilitate PLCs first meeting to establish norms; develop agenda

**Person Responsible**

Heidi Williams

**Schedule**

On 5/29/2015

***Evidence of Completion***

Agenda, facilitation guide, finished work product

**Plan to Monitor Fidelity of Implementation of G3.B1.S4 6**

Design and deliver PD in quality instruction, data-based problem solving, gradual release, and data driven differentiated instruction and task

**Person Responsible**

Heidi Williams

**Schedule**

Biweekly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Areas of Focus: Rigor, Differentiation, Writing, Elements of Gradual Release and Effective Learning Structures. Classroom writing opportunities will reflect authentic writing situations. Level of instruction, questioning and student tasks will meet the level of rigor as expected of the Florida State Standards. Coach will assist and support teachers through implementing coaching cycles and modeling effective instruction. Analysis of Exit Tickets, Individual Teachers PD Plans updated

**Plan to Monitor Effectiveness of Implementation of G3.B1.S4 7**

Design and deliver PD in quality instruction, data based problem solving, gradual release, and data driven differentiated instruction and task

**Person Responsible**

Heidi Williams

**Schedule**

Biweekly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Analyze data to determine core instructional needs. Create learning stations/tasks that generate useful progress monitoring information. Identify appropriate scaffolding strategies students need to demonstrate proficiency. Utilize checks for understanding. Ensure adequate teacher led instruction for student's needs. Analysis of Exit Tickets; student data: mini assessment progress Monitoring: September 40% all students scoring proficient November 55% of all students proficient February 65% of all students proficient May 75% of all student proficient September 13% ELL students scoring proficient November 25% ELL student scoring proficient February 45% ELL student scoring proficient May 55% ELL students scoring proficient

**Appendix 1: Implementation Timeline**

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

**Duval - 2061 - Brookview Elementary School - 2014-15 SIP**  
*Brookview Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Vertical articulation meetings	Williams, Heidi	9/5/2014	Classroom walk through anecdotal chart used by the administration and school based coaches. Teachers and coaches will collaborate to develop identify appropriate strategies students need to demonstrate proficiency and analyze data to determine skill deficits.	5/29/2015 weekly
G2.B1.S1.A1	Have materials readily available in the parents native language	Billingslea, Tavianna	8/1/2014	Surveys and sign in sheets	5/29/2015 monthly
G2.B1.S2.A1	Science Expo packet that explicitly stated the expectations and procedures for parents to follow.	Cavin, Sue	9/12/2014	Hard copy of the Science Expo packet.	5/29/2015 one-time
G2.B1.S3.A1	Written timeline for teachers to follow for implementing steps for Science Expo.	Cavin, Sue	11/28/2014	Hard copy of science expo timeline,	5/29/2015 one-time
G3.B1.S3.A1	Develop calendars and schedule for data collection from classroom observation walk through using instruments measuring gradual release, instruction aligned to standards, use of ELL and ESE strategies, and differentiated instruction.	Williams, Heidi	9/19/2014	Agenda, Sign in sheets, exit tickets , lesson plans, Instructional Focus Calendars, differentiated instructional tasks as well as formal small group data based instruction. Coaching cycle implementation with select teachers to improve instruction.	5/29/2015 monthly
G3.B1.S4.A1	Ongoing collaboration to: plan, establish, and publish agendas for PLC meetings, publish agendas at least two days prior to meeting the teachers; facilitate meetings, meeting minutes published to admin and team within 24 hours; facilitate weekly sign in sheets for the meetings; track and log for administration.	Williams, Heidi	9/19/2014	minutes, agendas, student data, instruction, and intervention plans	5/29/2015 weekly
G3.B1.S3.A2	Design Professional Development Data-based problem solving, gradual release model of instruction, and data based differentiated instruction.	Williams, Heidi	9/5/2014	PD plan, materials, Agenda, sign in sheets, exit ticket	5/29/2015 weekly
G3.B1.S4.A2	Publish PLC agenda for first meeting	Williams, Heidi	9/1/2014	Agenda	6/5/2015 weekly
G3.B1.S4.A3	Establish protocol for PLC meeting minutes protocol for a monitoring piece to be collected by administration	Williams, Heidi	8/15/2014	PLC Minute template, monitoring schedule	5/29/2015 biweekly
G3.B1.S4.A4	Inform the facility of the newly structured weekly meetings and classroom observation data collection, expectations, objectives, and roles for PLCs	Adams, Shana	8/15/2014	Sign in sheets and exit tickets. agenda, teacher PD surveys	5/29/2015 biweekly
G3.B1.S4.A5	Establish guidelines to facilitate PLCs first meeting to establish norms; develop agenda	Williams, Heidi	8/1/2014	Agenda, facilitation guide, finished work product	5/29/2015 one-time
G1.MA1	Increase performance in Informational text category through Item Analysis of Quarterly Curriculum Guide Assessments, I-Ready, and Achieve 3000.	Williams, Heidi	9/22/2014	Purposefully plan higher order thinking activities and ask students to support their thinking with evidence from the text. Increase reading lexiles through engaging daily with informational text on Achieve 3000 and authentic discussions around text. Common Assessments, Curriculum based assessments, Data reflection guides/Item analysis sheet created with teachers and coach. Written calendar for remediation and enrichment based on item analysis. Item analysis to be shared with grade K-5.	5/22/2015 quarterly
G1.B1.S1.MA1	Vertical Articulation Meetings	Williams, Heidi	9/5/2014	Teachers' lesson plans reflect use of students prior knowledge and less	5/29/2015 biweekly

**Duval - 2061 - Brookview Elementary School - 2014-15 SIP**  
*Brookview Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				introduction of previously taught information. All components of the Gradual Release Model of Instruction will be evident in classrooms. Learning structures will support explicit instruction (whole group, small group instruction, progress monitoring, and closing) Coaches classroom observation tools	
G1.B1.S1.MA1	Vertical Articulation Meetings	Williams, Heidi	9/5/2014	Classroom walk through chart with strategies listed and room for anecdotal recording. Teachers will collaborate to develop lessons and rigorous tasks based on the item specifications and implementation of the Florida State Standards. Data will be used to inform decision making that leads to differentiated instruction.	5/29/2015 weekly
G2.MA1	Parent Involvement Night will be implemented K-5 at Brookview Elementary	Billingslea, Tavianna	9/22/2014	Parent Feedback forms completed and returned. Surveys.	5/25/2015 monthly
G2.B1.S1.MA1	Administration walk through, pictures, and videos during the activity.		9/19/2014	End of the year celebration for parent involvement, Parent Involvement Report, volunteer/ Parent Appreciation, Parent, Student, Teacher Compact, Survey	5/29/2015 monthly
G2.B1.S1.MA1	Create an action plan that includes the agenda of parent, student, and teacher activities.	Billingslea, Tavianna	9/19/2014	sign-in sheets, parent feedback, and end of the year surveys	5/29/2015 monthly
G2.B1.S2.MA1	Science Expo procedure packets for students and parent which include Nature of Science Benchmarks.	Cavin, Sue	11/28/2014	Students in grade 5 FCAT 2.0 Nature of Science Scores will be compared with the 5th grade scores from 2014.	5/29/2015 one-time
G2.B1.S2.MA1	Science Expo packets distributed and explained to students and parent.	Cavin, Sue	11/3/2014	Hard copy which will include schedule for classroom presentations.	12/26/2014 one-time
G2.B1.S3.MA1	Timeline for expo implementation	Cavin, Sue	11/3/2014	Classroom evidence of science expo projects being completed in class.,	11/28/2014 one-time
G2.B1.S3.MA1	Science Timeline	Cavin, Sue	11/3/2014	Hard copy of timeline.	12/12/2014 one-time
G3.MA1	3-5th grade students will increase Reading and Math proficiency on the CGA assessments and FASA assessments.	Adams, Shana	9/19/2014	The level of instruction, questioning and student tasks will be rigorous enough to meet the expectations of the Florida State Standards. Teachers analyze data to determine core instructional needs and create tasks that generate useful progress monitoring information. Student groups will be based on data and be fluid in response to ongoing progress monitoring. Teachers identify core concepts and skills aligned to state standards and modify the scope and sequence of the curriculum to accommodate student needs, both remediation and enrichment. Teachers provide specific instructional feedback that guides students toward proficiency.	4/30/2015 quarterly
G3.B1.S3.MA1	Using reading strategies with non-fiction texts within the science classroom	Cavin, Sue	9/19/2014	Strategy artifacts evident within in interactive journals and through charting. Model thinking and writing and use academic language.	5/29/2015 weekly
G3.B1.S3.MA1	Administration and teacher data chats and common planning sessions with coaches	Adams, Shana	9/19/2014	Analyze data to determine core instructional needs. Teachers identify core concepts and skills aligned to State Standards and modify curriculum/tasks to accommodate student needs. I-	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Ready student usage reports, student focus groups, Achieve data, teacher student target groups and CGA assessment results.	
G3.B1.S4.MA1	Design and deliver PD in quality instruction, data based problem solving, gradual release, and data driven differentiated instruction and task	Williams, Heidi	8/18/2014	Analyze data to determine core instructional needs. Create learning stations/tasks that generate useful progress monitoring information. Identify appropriate scaffolding strategies students need to demonstrate proficiency. Utilize checks for understanding. Ensure adequate teacher led instruction for student's needs. Analysis of Exit Tickets; student data: mini assessment progress Monitoring: September 40% all students scoring proficient November 55% of all students proficient February 65% of all students proficient May 75% of all student proficient September 13% ELL students scoring proficient November 25% ELL student scoring proficient February 45% ELL student scoring proficient May 55% ELL students scoring proficient	5/29/2015 biweekly
G3.B1.S4.MA1	Design and deliver PD in quality instruction, data-based problem solving, gradual release, and data driven differentiated instruction and task	Williams, Heidi	8/18/2014	Areas of Focus: Rigor, Differentiation, Writing, Elements of Gradual Release and Effective Learning Structures. Classroom writing opportunities will reflect authentic writing situations. Level of instruction, questioning and student tasks will meet the level of rigor as expected of the Florida State Standards. Coach will assist and support teachers through implementing coaching cycles and modeling effective instruction. Analysis of Exit Tickets, Individual Teachers PD Plans updated	5/29/2015 biweekly

## 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.** 98% of teachers will plan in Professional Learning Communities and vertical team articulation with coaches. Vertical articulation will help teachers understand how benchmarks build on each other and become more rigorous as the grade levels increase.

**G1.B1** Transferring what was learned in the professional development into the classroom setting. (i.e. item specification, content focus, and implementation of common core state standards in primary grades)

**G1.B1.S1** School base coaches will complete a coaching cycle based on vertical teaming. Teacher will cross grade level plan during PLCs time Teachers will conduct cross grade level classroom observations Teachers will consistently monitor students' progress on meetings standards based on the benchmarks via the district's Year at a Glance

### **PD Opportunity 1**

Vertical articulation meetings

#### **Facilitator**

Reading and Math Coaches

#### **Participants**

K-5 teachers including ESE

#### **Schedule**

Weekly, from 9/5/2014 to 5/29/2015

**G2.** Parent Involvement activities will be implemented K-5 to encourage parental understanding of the curriculum, instructional expectations and how to support their child in a home learning setting. Parent Involvement will increase by 20%.

**G2.B1** There is a language barrier between parents and faculty due to a high population of parents who speaks English as a second language. Lack of parent involvement and engagement in school based programs, meetings and activities.

**G2.B1.S1** 1. Have a translator available at our parent engagement activities.

**PD Opportunity 1**

Have materials readily available in the parents native language

**Facilitator**

Teachers, Administration, Guest Facilitators

**Participants**

stakeholders, parents

**Schedule**

Monthly, from 8/1/2014 to 5/29/2015

**G2.B1.S2** 2. Incentives to encourage parents to attend activities (i.e. dinner and raffles)

**PD Opportunity 1**

Science Expo packet that explicitly stated the expectations and procedures for parents to follow.

**Facilitator**

Science Coach and 5th grade science teachers

**Participants**

students

**Schedule**

On 5/29/2015

**G2.B1.S3** 3. Use multiple sources to communicate with parents via flyers, phone calls, and emails.

**PD Opportunity 1**

Written timeline for teachers to follow for implementing steps for Science Expo.

**Facilitator**

Science teacher

**Participants**

teachers, parents

**Schedule**

On 5/29/2015

**G3.** 100% of teachers will implement effective teaching instruction and lessons aligned to the Florida State Standards through the Gradual Release Model to include authentic literacy focused around purposeful reading, writing, and discussions around text.

**G3.B1** -- Lack of teacher knowledge about new curriculum and implementation of Florida Standards, strategies, best practices, and accommodations. -Some teachers have multiple preps and some are departmentalized -Need for quality instruction aligned to standard - Fidelity to the Gradual Release model of instruction -Lack of Differentiated Instruction - Teachers lack knowledge of collaborative, data driven analysis and instruction (cannot or do not implement if they have knowledge of it) - Lack of resources for teachers - Intensive coaching cycle: PD and Implementation - Classroom management

**G3.B1.S3** Develop master calendar for data collection in Gradual Release, Standards-based instruction, and Data driven differentiated instruction/tasks 1. Administration and school-based coaches will collaborate to develop a focus calendar and schedule for data collection from classroom observation walk through using instruments measuring: GR, instruction aligned to standards, use of ELL strategies, and differentiated instruction.

**PD Opportunity 1**

Design Professional Development Data-based problem solving, gradual release model of instruction, and data based differentiated instruction.

**Facilitator**

Reading Coach

**Participants**

Teachers

**Schedule**

Weekly, from 9/5/2014 to 5/29/2015

**G3.B1.S4** Establish model classroom and schedule of observations 1. School Leadership (admin, coaches) will facilitate the implementation of model classrooms to establish a schedule and rotation for all teachers to observe implementation of model literacy/math block. 2. Coaches will support teachers through implementation period by co teaching, coaching, debriefing, and assisting with materials and lesson plans.

### **PD Opportunity 1**

Ongoing collaboration to: plan, establish, and publish agendas for PLC meetings, publish agendas at least two days prior to meeting the teachers; facilitate meetings, meeting minutes published to admin and team within 24 hours; facilitate weekly sign in sheets for the meetings; track and log for administration.

#### **Facilitator**

Reading Coach

#### **Participants**

Teachers

#### **Schedule**

Weekly, from 9/19/2014 to 5/29/2015

### **PD Opportunity 2**

Publish PLC agenda for first meeting

#### **Facilitator**

Reading Coach

#### **Participants**

Teachers

#### **Schedule**

Weekly, from 9/1/2014 to 6/5/2015

### **PD Opportunity 3**

Establish protocol for PLC meeting minutes protocol for a monitoring piece to be collected by administration

**Facilitator**

Reading Coach

**Participants**

Teachers

**Schedule**

Biweekly, from 8/15/2014 to 5/29/2015

### **PD Opportunity 4**

Inform the faculty of the newly structured weekly meetings and classroom observation data collection, expectations, objectives, and roles for PLCs

**Facilitator**

Principal, Reading Coach, Assistant Principal

**Participants**

Teachers, Staff

**Schedule**

Biweekly, from 8/15/2014 to 5/29/2015

### **PD Opportunity 5**

Establish guidelines to facilitate PLCs first meeting to establish norms; develop agenda

**Facilitator**

Reading Coach

**Participants**

Teachers, Staff

**Schedule**

On 5/29/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
Grand Total	0