Brooker Creek Elementary School

2022-23 Schoolwide Improvement Plan

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Brooker Creek Elementary School

3130 FORELOCK RD, Tarpon Springs, FL 34688

http://www.brooker-es.pinellas.k12.fl.us

Demographics

Principal: Jennifer Mekler H

Start Date for this Principal: 1/4/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	*[Data Not Available]*
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Asian Students Economically Disadvantaged Students Hispanic Students Students With Disabilities White Students
School Grades History	2021-22: No Grade 2020-21: (81%) 2018-19: A (77%) 2017-18: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Brooker Creek Elementary, a community that encourages growth by valuing each other's differences, respecting everyone and creating life-long learners.

Provide the school's vision statement.

100% Student Success

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Hodges, Josh	Principal	Oversees school instructional delivery.
Crabb, Melissa	Assistant Principal	Oversees school instructional delivery.
Hickman, Susan	Teacher, K-12	Delivers instruction.
Gabbert, Danielle	Instructional Media	Delivers instruction

Demographic Information

Principal start date
Tuesday 1/4/2022, Jennifer Mekler H

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
11

Total number of teacher positions allocated to the school
37

Total number of students enrolled at the school

549

Identify the number of instructional staff who left the school during the 2021-22 school year.

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	61	83	91	87	87	98	0	0	0	0	0	0	0	507
Attendance below 90 percent	0	11	10	9	8	13	0	0	0	0	0	0	0	51
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	3	0	0	0	0	0	0	0	0	3
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 6/7/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	83	88	90	94	102	0	0	0	0	0	0	0	457
Attendance below 90 percent	0	0	3	3	2	3	0	0	0	0	0	0	0	11
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	5	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	1	0	0	1	3	0	0	0	0	0	0	0	5

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	7	1	12	13	0	0	0	0	0	0	0	35

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	83	88	90	94	102	0	0	0	0	0	0	0	457
Attendance below 90 percent	0	0	3	3	2	3	0	0	0	0	0	0	0	11
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	5	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	1	0	0	1	3	0	0	0	0	0	0	0	5

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	7	1	12	13	0	0	0	0	0	0	0	35

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement				80%			85%	54%	57%
ELA Learning Gains				88%			78%	59%	58%
ELA Lowest 25th Percentile				79%			76%	54%	53%
Math Achievement				82%			83%	61%	63%
Math Learning Gains				79%			72%	61%	62%
Math Lowest 25th Percentile				67%			63%	48%	51%
Science Achievement				92%			84%	53%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	89%	56%	33%	58%	31%
Cohort Comparison		0%				
04	2022					
	2019	75%	56%	19%	58%	17%
Cohort Comparison		-89%				
05	2022					
	2019	88%	54%	34%	56%	32%
Cohort Comparison		-75%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	84%	62%	22%	62%	22%
Cohort Comparison		0%				
04	2022					
	2019	80%	64%	16%	64%	16%
Cohort Comparison		-84%				
05	2022					
	2019	83%	60%	23%	60%	23%
Cohort Comparison		-80%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	84%	54%	30%	53%	31%
Cohort Comparison						

Subgroup Data Review

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	46			31							
HSP	79			64							
WHT	80	87	81	85	83	86	94				
FRL	61	82		67	73		75				

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	39	68	71	55	58	60					
ASN	93	92		86	83						
HSP	77			77							
WHT	84	76	72	83	70	60	84				
FRL	62	59		65	68						

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

School-wide proficiency decreased for ELA and Science. There was an increase of 4% in Math. ELA and Math overall learning gains and L25 learning gains decreased.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based upon progress monitoring and 2022 state assessments, student overall learning gains and L25 learning gains demonstrates the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Factors that contributed to the need for improvement include the learning deficiencies for various subgroups. These students enter school/grade levels lacking foundational elements required for future learning to take place. Additionally, traditionally average to high performing students did not make a year's worth of growth. To address this need, attention must be focused on choosing high leverage instructional strategies, content focused vertical PLC, implementation of an AVID plan, and the tracking of student learning. Targeted small group instruction will need to increase in frequency.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math proficiency increased from 2021 to 2022 on the state assessments.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The percentage of students scoring at the proficient level on math was largely due to third grade. 95% of the third grade students were proficient. This was due to the math teachers planning relevant and rigorous math lessons. Students supported in ESE settings were authentically challenged and learning took place.

What strategies will need to be implemented in order to accelerate learning?

Vertical PLC's will select instructional strategies with the highest effect size and implement that strategy in the lesson. Rigorous performance tasks will be chosen/selected. These tasks will match the standard being taught and teachers will monitor student learning.
ELP instruction will be delivered with a focus on enrichment and proper intervention.
Student learning will be assessed and tracked. Strategies to close gaps will be discussed in PLC and delivered during intervention blocks and small group instruction.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

-Vertical PLC's will be trained on the expected processes. They will be trained on the designed PLC protocol. This will ensure that the needed lesson elements are planned for.
-Vertical PLC will practice delivering the chosen instructional strategy on themselves with feedback provided.
-Books that guide strategy selection will be provided to each vertical PLC.
-Learning walks will be scheduled, allowing teachers to see practices in place.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

School administration will:
-Create PLC protocols to guide the process
-Schedule and implement plans for PD opportunities
-Conduct walk-throughs and track strategy usage

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data
sources.

:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Standards-based data collected from the 2021-2022 school year showed students not making annual learning gains in ELA and Math. Data showed students performing below grade level in Science. The overall school proficiency is high in all areas as measured by the district MAP assessments and FSA scores. At a micro level, a higher percentage of students making learning gains is needed to ensure future success. Growing teachers' knowledge of highly effective teaching strategies will increase student learning.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Proficiency in Science will increase 10% (from 75% to 85%), as measured by NGSSS Science assessment. Students making annual learning gains in English Language Arts will increase 10% (from 55% to 65%), as measured by the district assessment. Students making annual learning gains Mathematics will increase 10% (from 51% to 61%), as measured by the district assessment. Black student proficiency in ELA and Math will remain above 85% as measured by the district assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Student learning gains will be measured through the various district assessments given throughout the academic calendar. Data review sessions will be conducted at the conclusion of the assessment cycles and content teams will measure the percentage of students showing appropriate growth.
Person responsible for monitoring outcome:	Josh Hodges (hodgesjo@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being	Lesson delivery will be differentiated to account for the various academic levels of students. These differentiated lessons will be based upon high impact strategies (using Hattie's research) and delivered in both whole group and small group settings.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Most of the students attending Brooker Creek ES enter their respective grade levels at or close to a proficient academic level. However, about 32% of the students are not making learning gains in ELA and 35% are not making learning gains in Math. As such, the classrooms are made up with students at many varying levels of academic proficiency. Teaching a one size fits all, whole group lesson creates a situation where very few students are actively being taught a lesson that is academically engaging. Students will learn at the level they are being instructed which means some students will regress and others may progress if appropriate scaffolding is present. Lessons delivered using appropriate differentiation in small group settings will help to ensure that students are receiving instruction that is appropriately challenging, rigorous, and engaging.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Vertical PLC's will meet bi-weekly and complete a planning protocol. This protocol will guide PLC team members through elements essential for planning a differentiated lesson. This step will allow teachers to intentionally plan differentiated lessons using research to support their decisions.

Person Responsible Melissa Crabb (crabbme@pcsb.org)

Professional development opportunities allowing teachers to practice high impact strategies will be presented. These opportunities may include learning walks, whole faculty PD, and/or fish bowl opportunities within vertical PLC sessions.

Person Responsible Josh Hodges (hodgesjo@pcsb.org)

Teachers monitor academic growth of all learners and action plan for scaffolded support or enrichment as needed.

Person Responsible Josh Hodges (hodgesjo@pcsb.org)

Utilize critical and creative thinking strategies (both imbedded and explicit).

Person Responsible Melissa Crabb (crabbme@pcsb.org)

As many of these opportunities will be taking place on campus within a teacher's work hours, administrators recommend that Deliberate Practice Plans incorporate opportunities for growth in the area of differentiation.

Person Responsible Josh Hodges (hodgesjo@pcsb.org)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Grades 3-5: Measureable Outcome(s)

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

Positive Culture & Environment
A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Building and maintaining a positive school culture is a main priority. BCE strives to build a positive culture and environment through the partnership between all stakeholders, including the school based stakeholders, community based stakeholders, and families. As BCE had seven total referrals with zero out of school suspensions during the 2021-2022 school year, the goal for 2022-2023 will be to keep total referrals under 10.

Action Steps:
-Events are held throughout the year to celebrate student success and character development.
-Follow our PBIS plan which outlines the student expectations and creates a common language for all stakeholders.
-Hold community engagement events throughout the school year including but not limited to Meet the Teacher, Open House, and Volunteer Orientation.
-Utilize communication resources (Social Media platforms, website, newsletters, school messenger, etc.) to ensure that our stakeholders are made aware of school operations as they relate to supporting academic achievement, school safety, family and community partnerships and other imminent school information.
-Students will have several avenues to share their voice through the National Elementary Honors Society activities, Principal's Multi Cultural Advisory Committee, Safety Patrols, and Student Council Activities.

Identify the stakeholders and their role in promoting a positive school culture and environment.

All stakeholders play a critical role in building a positive culture and environment at the school, around student achievement.

Administrators monitor the moral of the staff and provide support when needed. Build and maintain a community to promote high student achievement.
School Counselor provides services to students through small group and individual instruction as well as classroom guidance lessons. The school counselor also works with families and provides resources and access to services as needed.
School staff work together to ensure that all students feel safe while on campus and eager to come to school to learn. Also set high expectations, while monitoring the whole student. (i.e. equity, SEL, etc.)
Students come to campus every day with a growth mindset and positive outlook. They engage in discussion to better the school environment. They also participate in other clubs that promote leadership and student/school growth for the whole student body.
Parents/Families volunteer at school and from home to support the classroom and student achievement. They participate in school activities and programs. They also provide resources to teachers to enhance the classroom.
Community/Business Owners are able to volunteer their time to be mentors to students. They can also

provide services and resources that may not be available at the school level to support the needs of the students and staff.
PTA and SAC work not only to support teachers through programs and grants but also to increase family engagement in and out of the school day.