

Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

District Goal	School Goal	DOE School Improvement Plan 2013-14	Data & Information Sources	AdvancED
		Vision	Narrative	Standard 1-1.1, 1.2: Purpose
		The vision of Brooker Creek Elementary is to enable students to reach their highest level of learning within a safe and positive environment.		
		Mission	Narrative	Standard 1-1.2: Purpose
		The mission at Brooker Creek Elementary is to ensure that each student makes a year's worth of growth in reading, writing, math and science.		
		Values	Narrative	Standard 1-1.3: Purpose
		At Brooker Creek Elementary, we believe respect for a collaborative learning environment between school staff, parents and community will achieve prepared, well balanced students.		
		Part I: Current School Status		
		A. School Information		
		1. School-Level Information		
		<input type="checkbox"/> School	DW	
		Brooker Creek Elementary		
		<input type="checkbox"/> Principal's name		
		Donna Gehringer		
		<input type="checkbox"/> School Advisory Council chair's name		
		Mark Ondash		
		2. District-Level Information		
		<input type="checkbox"/> District	DW	
		Pinellas County		
		<input type="checkbox"/> Superintendent's name	Name	
		Michael A. Grego Ed.D.		
		<input type="checkbox"/> Date of school board approval of SIP	Narrative	

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		September 24, 2013		
		B. School Advisory Council (SAC)		
		1. Describe the involvement of the SAC in the development of this school improvement plan.	Narrative	Standard 2-2.4, 2.5: Governance and Leadership
		Each year the SAC discusses the School Improvement Plan and provides their input.		
		2. Describe the activities of the SAC for the upcoming school year.	Narrative	
		<p>Being a resource to BCE and its principal as an advisory body.</p> <p>Assisting in preparation and evaluation of the School Improvement Plan as required by Florida law.</p> <p>Taking responsibility for quality education and working together in consensus to effect the needed changes on the delivery of education at BCE.</p> <p>Providing an open-school environment.</p> <p>Receiving training and remaining knowledgeable and current regarding issues at BCE.</p> <p>Improving school, home, and community involvement in education for the benefit of students and community.</p>		
		3. Describe the projected use of school improvement funds and include the amount allocated to each project.	Narrative	
		Staff members have an opportunity to complete SAC Grants. The SAC determines which grants are approved based on an equitable process. The grants are for programs/materials that are research-based that will enable our students to achieve higher academic standards		

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	4. Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below.	Narrative	
	Yes, we are in compliance.	Narrative	
	5. If no, describe the measures being taken to comply with SAC requirements.	Narrative	
	1. <i>Administrators</i>	Data elements exist but job types too generic	Executive Summary: Section 1
	For each of your school's administrators (principal and all assistant principals), complete the following fields	Data elements exist but job types too generic	Executive Summary: Section 1
	a) Name	Data elements exist but job types too generic	Executive Summary: Section 1
	Donna Gehringer, Principal		
	Marti Giancola, Assistant Principal		
	b) Credentials (degrees and certifications)	Data elements exist but job types too generic	Executive Summary: Section 1
	Gehringer-Masters Degrees-Educational Leadership and Early Childhood Education, Bachelor Degree- Elementary Education Certifications-School Principal,		
	Giancola- Masters Degree- Curriculum and Supervision, Bachelor's Degree- Elementary Education		
	c) Number of years as an administrator	Data elements exist but job types too generic	Executive Summary: Section 1
	Gehringer-8 years		
	Giancola-5 years		
	d) Number of years at the current school;	Data elements exist but job types too generic	Executive Summary: Section 1

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		Gehring-7 years Giancola-5 years		
		e) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25 th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)	From Summary Data File in DW	
		Between 2008-2012, Brooker Creek Elementary received an “A” grade and student achievement was consistent and ranked in the top three schools in the county. In 2013, Brooker Creek Elementary dropped a letter grade due L25 achievement.		
		2. <i>Instructional Coaches</i>	Data elements exist but job types too generic	Executive Summary: Section 1
		For each of your school’s instructional coaches, complete the following fields	Data elements exist but job types too generic	Executive Summary: Section 1
		a) Name: Shelley August Pompei	Data elements exist but job types too generic	Executive Summary: Section 1
		b) Subject area: Reading		Executive Summary: Section 1
		c) Credentials (degrees and certifications) Reading Endorsement, ESOL Endorsement Elementary Ed. BS Curriculum and Instruction through Interdisciplinary Studies	Data elements exist but job types too generic	Executive Summary: Section 1
		d) Number of years as an instructional coach: 1	Data elements exist but job types too generic	Executive Summary: Section 1
		e) Number of years at the current school: 0	Data elements exist but job types too generic	Executive Summary: Section 1

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	f) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25 th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)	From Summary Data File in DW	
	g) Full-time or Part-time	No data element	Executive Summary: Section 1
	h) School-based or District-based	No data element	Executive Summary: Section 1
	3. <i>Instructional Staff</i>		Executive Summary: Section 1
	a) # of instructional employees	DW	Executive Summary: Section 1
	36		
	b) % receiving effective rating or higher		
	c) % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)		Executive Summary: Section 1
	All teachers are Highly Qualified		
	d) % certified in-field, pursuant to Section 1012.2315(2), F.S.		Executive Summary: Section 1
	All teachers are certified in-field		
	e) % ESOL endorsed	DW	Executive Summary: Section 1
	28%		
	f) % reading endorsed	DW	Executive Summary: Section 1
	0%		
	g) % with advanced degrees	DW	Executive Summary: Section 1
	30%		

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	h) % National Board Certified	DW	Executive Summary: Section 1
	3%		
	i) % first-year teachers	DW	Executive Summary: Section 1
	0%		
	j) % with 1-5 years of experience	DW	Executive Summary: Section 1
	0%		
	k) % with 6-14 years of experience	DW	Executive Summary: Section 1
	22%		
	l) % with 15 or more years of experience	DW	Executive Summary: Section 1
	88%		
	4. Paraprofessionals		Executive Summary: Section 1
	a) # of paraprofessionals		Executive Summary: Section 1
	0		
	b) % Highly Qualified Teacher, as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)		Executive Summary: Section 1
	0%		
	5. Teacher Recruitment and Retention Strategies		
	a) Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible.	Narrative	Standard 2: Governance and Leadership

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	Utilize School-based Mentors to support new teachers, regular meetings with Administrator, Team Leaders support new teachers through the use of PLC's, Administrator/Mentor provide guidance in a collaborative role.		
	6. <i>Teacher Mentoring Program/Plan</i>		
	a) Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.	Narrative	Standard 3-3.3, 3.7,3.12: Teaching and Assessing for Learning Standard 5-5.2,5.5Using Results for Continuous Improvement
	Teachers who are new to Brooker Creek and veteran teachers who, after observation by Administration, require mentoring, meet with Mentor. Activities include: observation of Mentee's instruction with feedback, planning lessons with Mentee, connecting lesson activities to Common Core standards, discussing student progress and analyzing student work and co-teaching lessons		
	D. Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)		
	1. Describe your school's data-based problem-solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.	Narrative	Standard 3-3.7: Teaching and Assessing for Learning
	The MTSS will be responsible for managing and coordinating efforts between all school teams as well as reviewing and revising SIP		
	2. Identify the names and position titles of the members of your school-based leadership team. What is the function and responsibility of each team member as it relates to MTSS and the SIP?	Narrative	Standard 2-2.4: Governance and Leadership

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	<p>Administrators- Gehringer and Giancola, School Psychologist-McCormick, Social Worker-August, Guidance Counselor-Prillhart, ESE teacher- Keidering, Occupational Therapist- Schutz, Classroom teachers.</p> <p>Facilitator- generates agenda and leads discussions (Prillhart)</p> <p>Data Manager/Data Coach- assists team in accessing and interpreting data (McCormick)</p> <p>Technology Specialists- brokers technology necessary to manage and display data (Prillhart)</p> <p>Recorder/Notetaker- documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access (Prillhart)</p>		
	<p>3. Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.</p>	Narrative	Standard 2-2.3,2.4: Governance and Leadership
	<p>On-going training for MTSS members, continuous review of data on each student to determine appropriate intervention as well as monitoring the effectiveness of SIP goals</p>		
	<p>4. Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).</p>	Narrative	Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement
	<p>The MTSS analyzes FAIR, AIMS Web, DAZE, Teacher-created lessons, FOCUS, unit pre and post data. Behavior includes observations, monitoring intervention plans, checklists, monitoring referrals, suspensions and tardies,</p>		
	<p>5. Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.</p>	Narrative	Standard 3-3.11, 3.12: Teaching and Assessing for Learning

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				Standard 5-5.3:Using Results for Continuous Improvement
		The MTSS Leadership team attends pertinent training and disseminates the information to staff at faculty meetings or PLC's. Teachers meet regularly with MTSS team to discuss data.		
		E. Increased Learning Time/Extended Learning Opportunities	Narrative	
		Describe research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum (e.g., lengthening the school day, week, or year; providing before, after, Saturday, or summer school programs; implementing enrichment programs and activities; allowing teachers to collaborate, plan, and engage in professional development).	Narrative	Standard 3-3.1, 3.12: Teaching and Assessing for Learning
		The Administrative team has streamlined the meeting calendar/master schedule to incorporate additional planning time for staff. The school will utilize supplemental funds to create extended learning opportunities for struggling students as well as enrichment activities for students.		
		F. Literacy Leadership Team (LLT)	Narrative	
		1. Identify the names and positions titles of the members of your school-based LLT.	Narrative	Executive Summary: Section 1
		TenBieg- Kdg., Skryd-First, Fulmer-Second, Third- Drose/Stacey, Fourth-McKinley, Fifth- Bender, Prillhart-Guidance, Iannello-Gifted, Mullins-Art		
		2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions).	Narrative	Executive Summary: Section 1
		Meet to ensure that the Common Core standards are being implemented with fidelity		

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	3. What will be the major initiatives of the LLT this year?	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	Support for implementation for Common Core, integration of Science and Social Studies/non-fiction texts infused throughout the Literacy.		
	G. Every Teacher Contributes to Reading Improvement		
	This section is required for schools with grades 6-12, per Section 1003.413(2)(b), F.S.		
	1. Describe how the school ensures every teacher contributes to the reading improvement of every student.	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	Teachers attend trainings that afford them the abilities to differentiate curriculum for each student based on their individual needs determined by data, teacher observation, conferring logs, and small group instruction.		
	H. Preschool Transition		
	This section is required for schools with grades K-2.		
	1. Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable.	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	Kindergarten teachers hold orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets on a variety of subjects ranging from parenting skills, help with homework, students with disabilities and what to expect at a parent conference.		
	I. College and Career Readiness		
	This section is required for secondary schools, per Sections 1003.413(2)(g)-(j) and 1008.37(4), F.S.		

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	1. How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?	Narrative	Standard 3-3.5: Teaching and Assessing for Learning
	2. How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?	Narrative	Standard 3-3.8, 3.9, 3.12: Teaching and Assessing for Learning. Standard 4-4.6,4.8: Resources and Support Systems
	3. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report , which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C.	Narrative	Standard 5-5.4: Using Results for Continuous Improvement
	Part II: Expected Improvements		
	For each data point below, unless otherwise directed list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment.		
	A. Area 1: Reading		
	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>		
	<input type="checkbox"/> Students scoring at Achievement Level 3	DW	Assessment Matrix
	3 rd grade- 24 students (27%) 4 th grade- 31 students (26%) 5 th grade- 16 students (16%)		
	<input type="checkbox"/> Students scoring at or above Achievement Level 4	DW	Assessment Matrix
	3 rd grade- 33 students (38%) 4 th grade- 32 students (28%) 5 th grade- 31 students (31%)		

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	<i>b) Florida Alternate Assessment (FAA)</i>		Assessment Matrix
	<i>n/a</i>		
	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6	DW	Assessment Matrix
	<input type="checkbox"/> Students scoring at or above Level 7	DW	Assessment Matrix
	<i>c) Learning Gains</i>		
	<input type="checkbox"/> Students making learning gains (FCAT 2.0 and FAA)	DW FCAT 2.0 only	Assessment Matrix
	69% in Reading 69% in Math		
	<input type="checkbox"/> Students in lowest 25% making learning gains (FCAT 2.0)	DW	Assessment Matrix
	45% in Reading 69% in Math		
	<i>d) Comprehensive English Language Learning Assessment (CELLA)</i>		
	<i>n/a</i>		
	<input type="checkbox"/> Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	DW	Assessment Matrix
	<i>n/a</i>		
	<input type="checkbox"/> Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	DW	Assessment Matrix

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	n/a		
	<input type="checkbox"/> Studentsscoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	DW	Assessment Matrix
	n/a		
	<i>e) Annual Measurable Objectives (AMOs)</i>		
	<input type="checkbox"/> Student subgroups (i.e., American Indian, Asian, black,Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	DW FCAT 2.0 only	Assessment Matrix
	<p>FCAT-Reading-Asian- 22 students- 91%</p> <p>FCAT-Reading-Black-4 students-75%</p> <p>FCAT-Reading-Hispanics-17 students 65%</p> <p>FCAT-Reading- Two or more races- 4 students- 100%</p> <p>FCAT Reading-White-256 students- 83%</p> <p>FCAT Reading- SWD-21students-33%</p> <p>FCAT Reading-Economically Disadvantaged-32 students-63%</p> <p>After explicit data analysis, black students will receive differentiated instruction in order to increase their level of achievement.</p>		
	<i>f) Postsecondary readiness</i>		
	The following data shall be considered by high schools.		

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	<input type="checkbox"/> 4-year graduates scoring “college ready” on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	DW	Assessment Matrix
	B. Area 2: Writing		
	a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)		Assessment Matrix
	<input type="checkbox"/> Students scoring at or above 3.5	Data not loaded	Assessment Matrix
	89 students (79%)		
	b) Florida Alternate Assessment (FAA)		
	n/a		
	<input type="checkbox"/> Students scoring at or above Level 4	Data not loaded	Assessment Matrix
	n/a		
	C. Area 3: Mathematics		
	1. <i>Elementary and Middle School Mathematics</i>		
	The following data shall be considered by elementary and middle schools.		
	a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)		Assessment Matrix
	<input type="checkbox"/> Students scoring at Achievement Level 3	DW	Assessment Matrix
	3 rd grade- 26 students (30%) 4 th grade- 26 students (23%) 5 th grade-25 students (25%)		
	<input type="checkbox"/> Students scoring at or above Achievement Level 4	DW	Assessment Matrix
	3 rd grade- 20 students (23%) 4 th grade- 32 students (28%) 5 th grade- 28 students (28%)		
	b) Florida Alternate Assessment (FAA)		

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	<i>n/a</i>		
	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6	Data not loaded	Assessment Matrix
	<input type="checkbox"/> Students scoring at or above Level 7	Data not loaded	Assessment Matrix
	<i>c) Learning Gains</i>		
	<input type="checkbox"/> Students making learning gains (FCAT 2.0, EOC, and FAA)	DW FCAT 2.0 only	Assessment Matrix
	FCAT Reading- 69% FCAT Math 69%		
	<input type="checkbox"/> Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	DW FCAT 2.0 only	Assessment Matrix
	FCAT Reading- 45% FCAT Math- 69%		
	<i>d) Annual Measurable Objectives (AMOs)</i>		
	<input type="checkbox"/> Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	DW FCAT 2.0 only	Assessment Matrix
	FCAT-Math-Asian- 22 students- 82% FCAT-Math-Black-4 students-50% FCAT-Math-Hispanics-17 students 53% FCAT-Math- Two or more races- 4 students- 75% FCAT Math-White-256 students- 77% FCAT-Math-Asian- 22 students- 82% FCAT-Math-Black-4 students-50% FCAT-Math-Hispanics-17 students 53% FCAT-Math- Two or more races- 4 students- 75% FCAT –Math- SWD-20 students-30% FCAT-Math-Economically Disadvantaged-32 students-41% FCAT Math-White-256 students- 77%		

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	After explicit data analysis, black students will receive differentiated instruction in order to increase their level of achievement.		
	2. High School Mathematics		
	The following data shall be considered by high schools.		
	<i>a) Florida Alternate Assessment (FAA)</i>		
	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6	Data not loaded	Assessment Matrix
	<input type="checkbox"/> Students scoring at or above Level 7	Data not loaded	Assessment Matrix
	<i>b) Annual Measurable Objectives (AMOs)</i>		
	<input type="checkbox"/> Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	DW FCAT 2.0 only	Assessment Matrix
	<i>c) Learning Gains</i>		
	<input type="checkbox"/> Students making learning gains(EOC and FAA)	Data not loaded	Assessment Matrix
	<i>d) Postsecondary readiness</i>		
	<input type="checkbox"/> 4-year graduates scoring “college ready” on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A010.0315, F.A.C.	DW	Assessment Matrix
	3. Middle School Acceleration		
	The following data shall be considered by middle schools.		
	<input type="checkbox"/> Middle school participation in high school EOC	Data not loaded	Assessment Matrix
	<input type="checkbox"/> Middle school performance on high school EOC	Data not loaded	Assessment Matrix
	4. Algebra I End-of-Course Assessment (EOC)		

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		The following data shall be considered for schools with students taking the Algebra I EOC.		
	<input type="checkbox"/>	Students scoring at Achievement Level 3	Data not loaded	Assessment Matrix
	<input type="checkbox"/>	Students scoring at or above Achievement Level 4	Data not loaded	Assessment Matrix
		5. Geometry End-of-Course Assessment (EOC)		
		The following data shall be considered for schools with students taking the Geometry EOC.		
	<input type="checkbox"/>	Students scoring at Achievement Level 3	Data not loaded	Assessment Matrix
	<input type="checkbox"/>	Students scoring at or above Achievement Level 4	Data not loaded	Assessment Matrix
		D. Area 4: Science		
		1. Elementary and Middle School Science		
		The following data shall be considered by elementary and middle schools.		
		<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>		Assessment Matrix
	<input type="checkbox"/>	Students scoring at Achievement Level 3	DW	Assessment Matrix
		26 students (26%)		
	<input type="checkbox"/>	Students scoring at or above Achievement Level 4	DW	Assessment Matrix
		27 students (27%)		
		<i>b) Florida Alternate Assessment (FAA)</i>		
		<i>n/a</i>		
	<input type="checkbox"/>	Students scoring at Levels 4, 5, and 6	Data not loaded	Assessment Matrix
	<input type="checkbox"/>	Students scoring at or above Level 7	Data not loaded	Assessment Matrix
		2. High School Science		
		The following data shall be considered by high schools.		
		<i>a) Florida Alternate Assessment (FAA)</i>		
	<input type="checkbox"/>	Students scoring at Levels 4, 5, and 6	Data not loaded	Assessment Matrix
	<input type="checkbox"/>	Students scoring at or above Level 7	Data not loaded	Assessment Matrix

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	3. <i>Biology 1 End-of-Course Assessment (EOC)</i>		
	The following data shall be considered for schools with students taking the Biology 1 EOC.		
	<input type="checkbox"/> Students scoring at Achievement Level 3	Data not loaded	Assessment Matrix
	<input type="checkbox"/> Students scoring at or above Achievement Level 4	Data not loaded	Assessment Matrix
	E. Area 5: Science, Technology, Engineering, and Mathematics (STEM)		
	<input type="checkbox"/> # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	Narrative	Standard 3-3.12: Teaching and Assessing for Learning
	<input type="checkbox"/> Participation in STEM-related experiences provided for students	Narrative	Standard 3-3.1: Teaching and Assessing for Learning
	The following data shall be considered by high schools.		
	<input type="checkbox"/> Students enrolling in one or more <i>accelerated</i> STEM-related courses	Could be done but classes are not flagged as STEM and define accelerated course	Assessment Matrix
	<input type="checkbox"/> Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses	Could be done but classes are not flagged as STEM and define accelerated course	Assessment Matrix
	<input type="checkbox"/> Students taking one or more advanced placement exams for STEM-related courses	Could be done but classes are not flagged as STEM	Assessment Matrix
	<input type="checkbox"/> Passing rate (%) for students who take advanced placement exams for STEM-related courses	Could be done but classes are not flagged as STEM	Assessment Matrix
	<input type="checkbox"/> CTE-STEM program concentrators	need definition	Assessment Matrix
	<input type="checkbox"/> Students taking CTE-STEM industry certification exams	Data not loaded	Assessment Matrix
	<input type="checkbox"/> Passing rate (%) for students who take CTE-STEM industry certification exams	Data not loaded	Assessment Matrix
	F. Area 6: Career and Technical Education (CTE)		

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		The following data shall be considered by middle and high schools.		
		<input type="checkbox"/> Students enrolling in one or more CTE courses	DW	
		<input type="checkbox"/> Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	Define accelerated courses	
		<input type="checkbox"/> Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses	Define accelerated courses	Assessment Matrix
		<input type="checkbox"/> Students taking CTE industry certification exams	Data not loaded	Assessment Matrix
		<input type="checkbox"/> Passing rate (%) for students who take CTE industry certification exams	Data not loaded	Assessment Matrix
		<input type="checkbox"/> CTE program concentrators	need definition	
		<input type="checkbox"/> CTE teachers holding appropriate industry certifications	Data not loaded	Standard 3-3.11: Teaching and Assessing for Learning; Standard 4-1: Resources and Support Systems
		G. Area 7: Social Studies		
		1. <i>Civics End-of-Course Assessment (EOC)</i>		
		The following data shall be considered for schools with students taking the Civics EOC.		
		<input type="checkbox"/> Students scoring at Achievement Level 3	Data not loaded	Assessment Matrix
		<input type="checkbox"/> Students scoring at or above Achievement Level 4	Data not loaded	Assessment Matrix
		2. <i>U.S. History End-of-Course Assessment (EOC)</i>		
		The following data shall be considered for schools with students taking the U.S. History EOC.		
		<input type="checkbox"/> Students scoring at Achievement Level 3	Data not loaded	Assessment Matrix
		<input type="checkbox"/> Students scoring at or above Achievement Level 4	Data not loaded	Assessment Matrix
		H. Area 8: Early Warning Systems		
		1. <i>Attendance</i>		

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	<input type="checkbox"/> Students tardy 10 percent or more, as defined by district attendance policy	Data not loaded	Standard 5-5.2 Using Results for Continuous Improvement
	16 students		
	<input type="checkbox"/> Students absent 10 percent or more, as defined by district attendance policy	DW	Standard 5-5.2 Using Results for Continuous Improvement
	3 students		
	2. Suspension		
	<input type="checkbox"/> Students with one or more referrals	DW	Standard 5: Using Results for Continuous Improvement
	1 student		
	<input type="checkbox"/> Students with five or more referrals	DW	
	0 students		
	<input type="checkbox"/> Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.	DW	
	0 students		
	<input type="checkbox"/> Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.	DW	
	0 students		
	<input type="checkbox"/> Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S.	DW	
	1 student		

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	<input type="checkbox"/> Students with five or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S.	DW	
	0 students		
	<input type="checkbox"/> Students with ten or more in-school or out-of-school suspension days	DW	
	0 students		
	<input type="checkbox"/> Students referred for alternative school placement	DW	
	0 students		
	<input type="checkbox"/> Students expelled	DW	
	0 students		
	3. Retention		
	<input type="checkbox"/> Students retained	DW	
	1 student due to FCAT		
	<input type="checkbox"/> Students with one or more course failures on first attempt in core-curricula courses, as defined in s. 1003.01(14), F.S.	DW will need definition of first attempt.	
	o Students in 3 rd grade with one or more course failures on first attempt in core-curricula courses o Students in 6 th grade with one or more course failures on first attempt in core-curricula courses o Students in 9 th grade with one or more course failures on first attempt in core-curricula courses	DW will need definition of first attempt.	
	0 students		
	<input type="checkbox"/> Students off track for graduation based on credits required to date for their cohort	DW	
	4. Dropout Prevention		

	<p>The following data shall be considered by high schools, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate, that school’s improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at http://schoolgrades.fl DOE.org/.</p>		
	<p><input type="checkbox"/> Students dropping out of school, as defined in s.1003.01(9), F.S.</p>	DW assuming drop out codes are W22 and w15	
	<p><input type="checkbox"/> Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34</p>	From Summary Data File in DW	
	<p>C.F.R. § 200.19(b)</p>		
	<p><input type="checkbox"/> Academically at risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.</p>	need criteria	
	<p><input type="checkbox"/> Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)</p>	need criteria	
	<p>I. Area 9: Parent Involvement</p>		
	<p>Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB,</p>		
	<p>Codified at 20 U.S.C. § 6314(b).</p>		
	<p>Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities).</p>		

	<p>The parent involvement efforts continue to be a strong point at Brooker Creek Elementary. For the past 6 years, we have logged in more than 13,000 volunteer hours each year. As a strategy to increase volunteer hours, the administrators, (as warranted), train volunteers to confer in classrooms with students, and provide parent training on intervention programs. Classroom teachers train volunteers as well. Working parents are encouraged to help with clerical tasks at home. Teachers communicate needs on a weekly basis and provide opportunities for all parents to volunteer. Volunteer information goes home in each school newsletter and a breakfast honoring volunteers is held at the end of each school year. Additionally , our goal ins to recruit mentors for targeted students.</p>		
	<p>J. Area 10: Additional Targets</p>		
	<p>This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.</p>		
	<p>K. Problem-Solving</p>		
	<p>Based on the targets set for your school in each required Area, engage in a problem-solving process using the following questions. Goals shall specifically address any subgroup not meeting its AMO targets for 2012-2013. The special needs of subgroups not addressed in the AMO report (e.g., migrant, homeless, neglected and delinquent) shall also be considered during this process. Operational data such as climate surveys and classroom walkthroughs may also be used as available and relevant.</p>		
	<p><input type="checkbox"/> Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses.</p>	Narrative	
	<p>(1) We have 32 students at Brooker Creek in grades 3-5 who are Economically Disadvantaged. 63% of those students scored a level 3 or above on FCAT reading. We will raise this number to 75% in 2014. (2) 100% of all African American students will score a level 3 or higher in reading, math, and science. At Brooker Creek we have 4 African American students.</p>		
	<p><input type="checkbox"/> Step 2: Brainstorm barriers that could prevent the school from achieving each goal.</p>	Narrative	

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	Barriers to achieving this goal would be having materials prepared that align to CCSS. We have limited support staff to help with interventions. Interventions need to be taught with fidelity.		
	<input type="checkbox"/> Step 3: Prioritize targeted barriers based on alterable elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal if removed or are immediately actionable).	Narrative	
	Brooker Creek's SBLT /MTSS team is skilled at interpreting data to determine interventions. If the interventions are taught with fidelity, the goal can be reached.		
	<input type="checkbox"/> Step 4: Brainstorm which resources are available that could be used to address each targeted barrier.	Narrative	
	Brooker Creek's SBLT/MTSS team uses research based interventions that are specific to each student's need. The school houses many intervention materials however the online materials that correlate with the adopted materials are also utilized.		
	<input type="checkbox"/> Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier.	Narrative	
	Monies from SAC, SIP and PTA grants will be used to purchase researched based materials aligned to CCSS. SBLT team will monitor training and implementation of the interventions.		
	<input type="checkbox"/> Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies.		
	The ESE team uses AIMS web to monitor data weekly and biweekly to determine if the interventions are closing the gap. Walkthroughs with feedback. PLC targeted discussions.	Narrative	

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	<input type="checkbox"/> Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when).		
	The SBLT/MTSS team will meet weekly to monitor data, determine if the interventions are working continuously looking at the implementation of the intervention to ensure that the interventions are being done with fidelity.		
	Part III: Professional Development		
	For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.		
	<input type="checkbox"/> Related goal (select from drop-down of goals created in Part IIK)		
	The Leading the Learning Cadre, Common Core training team as well as classroom teachers will facilitate curriculum meetings for the implementation of Common Core in classrooms for the 2013/14 school year.	Narrative	
	<input type="checkbox"/> Topic, focus, and content		
	There will be a laser focus on the Lowest 25% to ensure that reading, writing, math and science achievement goals are met		
	<input type="checkbox"/> Facilitator or leader	Narrative	
	The Leading the Learning Cadre, Common Core training team as well as classroom teachers		

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	<input type="checkbox"/> Participants (e.g., Professional Learning Community, grade level, schoolwide)	Narrative	
	School-wide		
	<input type="checkbox"/> Target dates or schedule (e.g., early release day, once a month)	Narrative	
	Every curriculum meeting, PLC's, SBLT, CST meetings		
	<input type="checkbox"/> Strategies for follow-up and monitoring	Narrative	
	Monitoring lesson plans, walkthroughs with feedback		
	<input type="checkbox"/> Person responsible for monitoring	Narrative	
	Administrators and teachers		
	Part IV: Coordination and Integration	Narrative	
	Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C- Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X- Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.		
	n/a	Narrative	
	Part V: Budget		
	Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:	Narrative	
	Staff members have an opportunity to complete SAC Grants. The SAC determines which grants are approved based on an equitable process. The grants are for programs/materials that are research-based that will enable our students to achieve higher academic standards		

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	<input type="checkbox"/> Related goal (Select from drop-down of goals created in Part IIK)		
	Remediate our L 25 students as well as enrich our general population		
	<input type="checkbox"/> Strategy		
	Train staff on the use of various interventions, monitor their effectiveness with informal, soft and hard data and through MTSS meetings, data chats...		
	<input type="checkbox"/> Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other)	Narrative	
	Research-based programs or materials, professional development and technology		
	<input type="checkbox"/> Description of resources	Narrative	
	<input type="checkbox"/> Funding source	Narrative	
	SAC Funds, EL-ERM, PTA Funds		
	<input type="checkbox"/> Amount needed	Narrative	
	TBD		
	Part VI: Mid-Year Reflection	Narrative	
	This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each created in Part IIK.		

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	<input type="checkbox"/> Has the goal been achieved?	Narrative	
	o If yes, what evidence do you see to indicate you have achieved the goal?		
	o If no, is desired progress being made to accomplish the goal?		
	<input type="checkbox"/> If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal?		
	<input type="checkbox"/> If no, have the originally targeted barriers been eliminated or reduced?	Narrative	
	<input type="checkbox"/> If yes, what evidence do you see to indicate barriers have been eliminated or reduced?	Narrative	
	<input type="checkbox"/> If no, are the original strategies being implemented with fidelity as designed?	Narrative	
	o If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP.	Narrative	
	o If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	Narrative	
		Narrative	
		Narrative	
		Narrative	
		Narrative	