

# School Improvement Plan

## 2015-2016

Brooker Creek Elementary

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Superintendent



# Table of Contents

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## Part I: Current School Status

School Information

School Advisory Council (SAC)

Leadership Team

Public and Collaborative Teaching

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

Ambitious Instruction and Learning

Literacy Leadership Team (LLT)

## Part II: Expected Improvements/Needs Assessment

Area 1: English Language Arts (Reading)

Area 2: English Language Arts (Writing)

Area 3: Mathematics

Area 4: Science

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

Area 8: Early Warning Systems

Area 9: Black Student Achievement

Area 10: Family and Community Involvement

Area 11: Additional Targets

## Part III: Professional Development

## Part IV: Coordination and Integration

## Part V: Budget

## Part VI: Mid-Year Reflection

2015-2016

# School Improvement Plan

PART I		CURRENT SCHOOL STATUS
Section A		School Information
School Name Brooker Creek Elementary	Principal's First Name Donna	Principal's Last Name Gehringer
School Advisory Council Chair's First Name Carolina	School Advisory Council Chair's Last Name Jantac	

## SCHOOL VISION - What is your school's vision statement?

The vision of Brooker Creek Elementary is to enable students to reach their highest level of learning within a safe and positive environment.

## SCHOOL MISSION - What is your school's mission statement?

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.

## SCHOOL ENVIRONMENT

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

Teachers and staff work diligently to create a caring classroom/school culture within the first few weeks of each school year. Teachers do student surveys, "ice breaker" and team building activities. Brooker Creek has a very active PMAC which has won several notable District awards for several consecutive years. Additionally, teachers encourage students to share their family backgrounds in a variety of ways such as: speeches, presentations, discussions and actual items regarding their food and garb.

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

The school has implemented a school-wide behavior system. Students are encouraged to speak with school personnel if they have a concern. The Administrators as well as the Guidance Counselor and the teachers promote an open-door policy where students and parents can voice issues regarding safety.

Describe the school wide 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.

We have a behavior plan that is implemented school-wide. It is enforced in all areas of the school (cafeteria, PE...) There are school expectations posted in high traffic areas. To create a positive tone, we have also have a school-wide incentive program. Teachers develop applicable classroom rules and systems with the students and continually reinforce them as needed throughout the school year.

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.

The classroom teachers provide applicable lessons on wellness and health lessons. Additionally, the school participates in the More Health program. The Guidance Counselor teaches monthly guidance lessons on a variety of social-emotionally related topics. She also provides counseling (group and individual) to meet the needs of the students. We also work to match mentors to students who have specific needs

**PART I** **CURRENT SCHOOL STATUS**

**Section B** **School Advisory Council (SAC)**

**SAC MEMBERSHIP** - Identify the name and stakeholder group for each member of the SAC ?

Add Member
Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Carolina	Jantac	Parent
Mark	Ondash	Parent
Patricia	Spiers	Teacher
Suzanne	Fulmer	Teacher
David	Thomas	Community/Business
Steve	Norris	Support
Phyllis	Divilio	Support
Donna	Gehringer	Principal
Jim	Hickman	Community/Business
John	Sykes	Community/Business
Patricia	Murray	Parent
Debbie	Robinson-Jones	Parent
Annissa	Brown	Parent
Veronica	Condren	Community/Business

**SIP LAST YEAR**

Provide an evaluation of last year's school improvement plan.

Last year's School Improvement plan was a collaborative endeavor that included many stakeholder groups. Several of our goals were met or exceeded. The school was able to retain highly qualified teachers, provide differentiated support through MTSS, increase learning opportunities through the Extended Learning program and increase levels of proficiency in several subgroups.

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

Staff members had an opportunity to complete SAC Grants. The SAC determined which grants were approved based on an equitable process. The grants were for programs/materials that were research-based that enabled our students to achieve higher academic standards. Also SAC provided TDE's for teachers to plan collaboratively among their grade level.

**SAC SIP INVOLVEMENT** - Describe the involvement of the SAC in the development of this school improvement plan.

Each year the SAC discusses the School Improvement Plan and provides their input.

**SAC ACTIVITIES** - Describe the activities of the SAC for the upcoming school year.

Being a resource to BCE and its principal as an advisory body.  
 Assisting in preparation and evaluation of the School Improvement Plan as required by Florida law.  
 Taking responsibility for quality education and working together in consensus to effect the needed changes on the delivery of education at BCE.  
 Providing an open-school environment.  
 Receiving training and remaining knowledgeable and current regarding issues at BCE.  
 Improving school, home, and community involvement in education for the benefit of students and community.

**PROJECTED USE OF SIP FUNDS** - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

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. SAC will also provide TDE's for collaborative planning.

**STATUTORY COMPLIANCE -**

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC?      Yes      No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

**PART I** **CURRENT SCHOOL STATUS**

**Section C** **Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

**PRINCIPAL**

First Name Donna	Last Name Gehringer	Email Address gehringerd@pcsb.org	
Highest Academic Degree <input type="text" value="Master of Arts"/>	Field of Study Educational Leadership and Early Childhood Ed	# of Years as an Administrator 11	# of Years at Current School 10
Certifications (if applicable) Elementary Ed., Early Childhood, Educational Leadership, School Principal			

**ASSISTANT PRINCIPAL #1**

First Name Abigail	Last Name Cannata	Email Address cannataa@pcsb.org	
Highest Academic Degree <input type="text" value="Master of Arts"/>	Field of Study Educational Leadership	# of Years as an Administrator 0	# of Years at Current School 0
Certifications (if applicable) Educational Leadership, Elementary Education			

**ASSISTANT PRINCIPAL #2**

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

**PART I****CURRENT SCHOOL STATUS****Section D****Public and Collaborative Teaching****INSTRUCTIONAL EMPLOYEES**

# of instructional employees: 49

% receiving effective rating or higher: \_\_\_\_\_

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100

% certified infield, pursuant to Section 1012.2315(2), F.S.: 100

% ESOL endorsed: 40

% reading endorsed: 4

% with advanced degrees: 26

% National Board Certified: 2

% first-year teachers: 0

% with 1-5 years of experience: 10

% with 6-14 years of experience: 20

% with 15 or more years of experience: 70

**PARAPROFESSIONALS**

# of paraprofessionals: 0

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100

**TEACHER RECRUITMENT AND RETENTION STRATEGIES**

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

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. New teachers meet with Mentor Teachers on a bi-monthly basis as a New Teacher PLC. Within the PLC, ideas, problems, and best strategies are discussed and monitored for effectiveness.

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

The Administrative team has streamlined the meeting calendar/master schedule to incorporate additional planning time for staff. Teachers will also have a TDE for collaborative planning by utilizing SAC funds. Professionally Learning Communities are conducted among teams and across grade levels, subject areas (vertical planning).

**TEACHER MENTORING PROGRAM/PLAN** - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

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.

**PART I** **CURRENT SCHOOL STATUS**

**Section E Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)**

**PROBELM-SOLVING PROCESSES** - 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.

The MTSS will be responsible for managing and coordinating efforts between all school teams as well as reviewing and revising SIP and attending PLC's.

**MTSS SCHOOL-BASED LEADERSHIP TEAM** - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member
Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Donna	Gehring	Principal
Renee	Ornduff	School Psychologist
Cassie	Kelsheimer	Social Worker
Chris	Keiderling	VE Resource
Abby	Cannata	Assistant Principal
Toniann	Prillhart	School Counselor
Classroom Teachers		

**SYSTEMS IN PLACE** - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

On-going training for MTSS members, continuous review of data on each student to determine appropriate interventions as well as monitoring the effectiveness of SIP goals

**DATA SOURCES AND MANAGEMENT SYSTEMS** - 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).

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. Student engagement data is obtained through IPI (Instructional Practice Inventory) fall and spring data collection walkthroughs.

**STAFF UNDERSTANDING OF MTSS** - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

The MTSS Leadership team attends pertinent training and disseminates the information to staff at faculty meetings or PLC's. Teachers meet regularly with the MTSS team to discuss data.

**PART I** **CURRENT SCHOOL STATUS**

**Section F** **Ambitious Instruction and Learning**

**INSTRUCTIONAL PROGRAMS** - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Staff will attend applicable training to know, understand, and implement the Florida Standards. Teachers have access to Florida Standard lesson plans. All materials that are not given by the school district will be research based and align to the standards. Administration will review reports to monitor if and what trainings teachers are taking. Teacher's DP should reflect plans to attend trainings to further advance their knowledge of new programs and curriculum.

**DIFFERENTIATED INSTRUCTION** - Describe how your 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 SBLT regularly meets and discusses students, particularly after each testing cycle. At that time specific student interventions are discussed and changed to best meet their needs. Teachers also meet in grade level PLC's and during curriculum meetings to discuss student needs and the best way to meet them through differentiated instruction. Differentiated instruction is observed by administrators and the Literacy Team during walkthroughs, as well as, informal and formal observations. A literacy team representative comes to the SBLT meetings to report on how teachers are doing implementing curriculum. The literacy team representative also shares any concerns teachers have pertaining to differentiated instruction, curriculum, and/or any student academic concerns the teachers are noticing.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

**INSTRUCTIONAL STRATEGY #1**

Strategy Type

Brooker Creek 3-5 grade students will be taking the pre and post Science tests through Performance Matters. After pre-test results are provided, teachers will drive class-specific instruction to meet the learner needs to boost Science skills and scores. Teachers will utilize the Science lab for a week of the month per unit to promote emphasis on lessons being taught in the classroom.

Minutes added to the school year:     0    

What is/are the strategy's purpose(s) and rationale(s)?

The purpose is to provide hands-on science workshop experiences that build student's science knowledge related to grade level benchmarks.

Provide a description of the strategy below.

Five days of teaching and learning in the science lab is provided weekly for one class per grade level. A Science Lab Manager is assigned for each grade level. They are responsible for organizing the lab for each workshop. Teachers are to promote learning tied to classroom units and state benchmarks in the lab.

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

Students take a pre and post test on each workshop to determine their level of learning. Classroom teachers and Science Managers review the data to re-teach concepts based on student needs.



Who is/are the person(s) responsible for monitoring implementation of this strategy?

Science Managers, Classroom Teachers, and Administrators

## INSTRUCTIONAL STRATEGY #2

Strategy Type

Brooker Creek will have three afterschool STEM (Science, Technology, Engineering and Math) Academies.

Minutes added to the school year: 1,200

What is/are the strategy's purpose(s) and rationale(s)?

The purpose of the STEM Academy is to increase STEM opportunities for BCE students to take accelerated STEM courses in their future.

Provide a description of the strategy below.

Students meet weekly for a total of 20 sessions. Each session has specific content related lessons used to enrich STEM knowledge and application. It offers opportunities to conduct hands-on STEM investigations, explore careers in STEM, improve team building and leadership skills, learn about business planning and interact with community business partners. There are approximately 40 students involved in STEM. Students are chosen based on the STEM requirements provided by the county.

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

A pre and post test is administered to every student as well as evaluations throughout the twenty week program. STEM will help increase our scores by provided a more detailed, hands-on experience for our students.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

STEM teachers and Administrators

## INSTRUCTIONAL STRATEGY #3

Strategy Type

Brooker Creek will host a Technology Academy for fourth and fifth grade students.

Minutes added to the school year: 1,080

What is/are the strategy's purpose(s) and rationale(s)?

The purpose is to utilize technology to teach students how to create their own interactive stories, animations, music, and art.

Provide a description of the strategy below.

Students will meet with the Technology Academy Instructor after school one hour per week for 18 weeks.

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

Teachers will use pre and post assessments.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Technology Academy Instructor and Administrators

**INSTRUCTIONAL STRATEGY #4**

Strategy Type

Brooker Creek will have an after school "Music through Literacy" program.

Minutes added to the school year: 1,080

What is/are the strategy's purpose(s) and rationale(s)?

The purpose is to increase literacy through the medium of music.

Provide a description of the strategy below.

Students, approximately 25, will meet with the Music Teacher after school one hour per week for 18 weeks. They will work on literacy skills that are imbedded in music instruction. Students will gain vocabulary, fluency, and comprehension skills. In addition, they will receive Math skills including timing and counting.

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

The Teacher will use the pre and post tests as well as a rubric determine the effectiveness of the Academy.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Music Teacher and Administrators

**STUDENT TRANSITION AND READINESS** - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

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 choice 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. For fifth grade students moving to middle school, a "mock" middle school day is held. We also work in tandem with our "feeder" schools to have a middle school visitation. Additionally, middle school counselors come to speak to our students.

**PART I** **CURRENT SCHOOL STATUS**

**Section G** **Literacy Leadership Team (LLT)**

**LLT MEMBERSHIP** - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member
Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Donna	Gehringer	Principal	gehringerd@pcsb.org

LLT Member First Name	LLT Member Last Name	Title	Email
Tara	Tenbieg	K Teacher	tenbiegt@pcsb.org
Amy	Tassone	1st Grade Teacher	tassonea@pcsb.org
Jane	Lane	2nd Grade Teacher	lanej@pcsb.org
Vinyard	Laura	3rd Grade Teacher	vinyardl@pcsb.org
Misuraca	Nancy	4th Grade Teacher	misuracan@pcsb.org
Hickman	Susan	5th Grade Teacher	hickmans@pcsb.org
Antoinette	Siebens	Teacher of Gifted	siebensa@pcsb.org
Steven	Ross	Music Teacher	rossst@pcsb.org
Abby	Cannata	Assistant Principal	cannataa@pcsb.org

**PROMOTING LITERACY** - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

The LLT garners input from the staff to ensure that any available monies are tied to the literacy initiatives of the school. Teachers will 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. Teachers will have training provided by the Reading Coach.

**MAJOR INITIATIVES** - What will be the major initiatives of the LLT this year?

Support for implementation for Florida Standards, integration of Science and Social Studies/non-fiction texts infused throughout literacy. Also, matching appropriate interventions to students to increase their reading skills and abilities.

**PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section A Area 1: English Language Arts (Reading)**

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. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

**8-Step Problem-Solving Process**

**FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
21		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
63		

**FLORIDA ALTERNATE ASSESSMENT (FAA)**

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

**LEARNING GAINS**

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

**COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)**

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
47		

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
76		

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
33		

**ANNUAL MEASURABLE OBJECTIVES (AMOs)**

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	84		
Black/African American	80		
Hispanic	75		
Asian	84		
American Indian			
English Language Learners (ELLs)	100		
Students with Disabilities (SWDs)	18		
Economically Disadvantaged	74		

If you have a goal to support your reading targets, provide the following information for that goal.

**READING GOAL**

What is your school's reading goal? Provide a description of the goal below.

Students will increase Reading scores on FSA from 56% of students scoring at or above the 50th percentile to 65%.

Provide possible data sources to measure your reading goal.

FSA English Language Arts Standardized test, Running Records, iStation, SAT 10, ELA Common Assessments

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
The school Master schedule will be followed with fidelity to ensure consistent facilitation of time bound instruction.	Administrators will create a Master schedule that allows for quality instruction time for all teachers
Action 2	Plan to Implement Action 2
Students will receive appropriate interventions that meet their individual needs	The Master schedule will have built-in intervention time that will be adhered to. The SBLT and classroom teachers will look at appropriate student interventions based on data
Action 3	Plan to Implement Action 3
Effective interpretation and analysis of data will be undertaken by teachers at PLCs	Teachers will discuss data such as: Florida Standards, Running Records, SAT 10, and ELA Common Assessments in PLC's to differentiate instruction based on student need
Action 4	Plan to Implement Action 4
Data will be used effectively to drive instruction	Administrators will conduct Data Chats and walkthroughs to determine the effectiveness of data on instruction

**PART II** **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section B** **Area 2: English Language Arts (Writing)**

**FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
82		

**FLORIDA ALTERNATE ASSESSMENT (FAA)**

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your writing targets, provide the following information for that goal.

**WRITING GOAL**

What is your school's writing goal? Provide a description of the goal below.

To increase the percentage to be at at least 5% above the state average on the 2015-2016 Florida Statewide Assessment (Florida Standards Assessment) Writing Component.

Provide possible data sources to measure your writing goal.

FSA Writing Component as well as teacher-made formative assessments during units of instruction

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Continued Professional Development of FSA-Writing will be facilitated with teachers across all grade levels	The Learning Specialist will conduct PD in areas of need, as well as, teachers attending district PD pertaining to writing
Action 2	Plan to Implement Action 2
Systematic instruction in process writing will be facilitated daily in 4th and 5th grade, including dual scoring of ongoing formative assessments	4th and 5th grade teachers will deliberately involve students in the district-wide instruction of process writing
Action 3	Plan to Implement Action 3
Effective interpretation and analysis of writing samples will be undertaken by teachers	Teachers will discuss student work in PLC's to differentiate instruction based on student need
Action 4	Plan to Implement Action 4
Data will be used effectively to drive instruction	Based on formative and summative assessment data, teachers will modify instruction to continually drive instruction

**PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section C Area 3: Mathematics**

**FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
29		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
51		

**FLORIDA ALTERNATE ASSESSMENT (FAA)**

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

**LEARNING GAINS**

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
42		

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
72		

**ANNUAL MEASURABLE OBJECTIVES (AMOs)**

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	81		
Black/African American	60		
Hispanic	75		
Asian	79		
American Indian			
English Language Learners (ELLs)	100		
Students with Disabilities (SWDs)	56		
Economically Disadvantaged	61		

If you have a goal to support your mathematics targets, provide the following information for that goal.

**MATHEMATICS GOAL**

What is your school's mathematics goal? Provide a description of the goal below.

Students will increase Mathematics scores on FSA from 74% of students scoring at or above the 50th percentile to 80%.

Provide possible data sources to measure your mathematics goal.

FSA Mathematic scores, formative assessments

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Effective interpretation and analysis of data will be undertaken by teachers through assessments (weekly, monthly, and three times a year through common assessments)	Teachers will discuss data in PLC's to differentiate instruction based on student need
Action 2	Plan to Implement Action 2
Teachers will provide ongoing journaling opportunities so students can express and solidify their conceptual knowledge	Teachers regularly build journaling into their math routine

Action 3	Plan to Implement Action 3
The school Master schedule will be followed with fidelity to ensure consistent facilitation of math instruction	Administrators will create a Master schedule that allows for quality math instruction time for all teachers
Action 4	Plan to Implement Action 4
Data will be used effectively to drive instruction.	Administrators will conduct Data Chats and walkthroughs to determine the effectiveness of data on instruction. Teachers will also attend PD to ensure they are delivering instruction accurately to students.

<b>PART II</b>	<b>EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT</b>
<b>Section D</b>	<b>Area 4: Science</b>
<b>FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)</b>	

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
35	29	35

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
49	40	45

<b>FLORIDA ALTERNATE ASSESSMENT (FAA)</b>
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Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your science targets, provide the following information for that goal.

<b>SCIENCE GOAL</b>
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What is your school's science goal? Provide a description of the goal below.

Students will increase Science scores to 75% students achieving at level 3 and above on FCAT.

Provide possible data sources to measure your science goal.

FCAT Science, district assessments (such as Common Assessments)

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Establish routine practice for students in the use of the Science Learning Activity Guides (SLAGS) as a component of the Science Notebook processes	Teachers will create and model the process for students to use SLAGS
Action 2	Plan to Implement Action 2



Establish routine practice for students using Success Criteria to track individual progress of Learning Goals	Teachers will model for students how to use Success Criteria to track their learning goals. Teachers will monitor students completion of Learning Goals. Students will track their goals for each unit taught. Once the unit is over, teachers will reflect with students on their learning goals to assure major concepts have been understood and/or mastered.
<b>Action 3</b>	<b>Plan to Implement Action 3</b>
Develop and implement a 5th grade benchmark review plan based on data from the 3rd/4th grade Review Diagnostic Assessment. Teachers in grades K-4 will review assessments (class and county) to form and pull small groups to remediate skills not mastered.	Teachers will develop a plan of differentiation for students with a priority focus on students who need remediation
<b>Action 4</b>	<b>Plan to Implement Action 4</b>
The school Master schedule will be followed with fidelity to ensure consistent facilitation of science instruction	Administrators will create a Master schedule that allows for quality science instruction time for all teachers

<b>PART II</b>	<b>EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT</b>
<b>Section E</b>	<b>Area 5: Science, Technology, and Mathematics (STEM)</b>

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your STEM targets, provide the following information for that goal.

<b>STEM GOAL</b>
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What is your school's STEM goal? Provide a description of the goal below.

Provide possible data sources to measure your STEM goal.

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

<b>Action 1</b>	<b>Plan to Implement Action 1</b>
<b>Action 2</b>	<b>Plan to Implement Action 2</b>
<b>Action 3</b>	<b>Plan to Implement Action 3</b>

Action 4	Plan to Implement Action 4

<b>PART II</b>	<b>EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT</b>
<b>Section H</b>	<b>Area 8: Early Warning Systems</b>
<b>ATTENDANCE</b>	

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	1	1	0
Grade 1	1	1	0
Grade 2	1	1	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	2	0	0
Grade 1	4	2	0
Grade 2	3	3	0
Grade 3	2	6	0
Grade 4	3	3	0
Grade 5	3	5	0

**SUSPENSIONS**

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	1	1.7	0
Grade 1	0	2.1	0
Grade 2	0	2.7	0
Grade 3	0	1.2	0
Grade 4	2	1.0	0
Grade 5	4	1.1	0

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	1.1	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	3	0
Grade 1	0	0	0
Grade 2	0	1	0
Grade 3	0	0	0
Grade 4	1	0	0
Grade 5	0	0	0

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

**RETENTIONS**

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	1	0	0
Grade 2	0	0	0
Grade 3	1	1	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	2		0
Grade 1	2		0
Grade 2	0		0
Grade 3	2		0
Grade 4	3		0
Grade 5	6		2

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students in 3rd Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
1	1	0

**MULTIPLE EARLY WARNING INDICATORS**

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	1	1.7	0
Grade 1	0	1.1	0
Grade 2	1	1.3	0
Grade 3	1	0	0
Grade 4	1	0	0
Grade 5	0	0	0

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

The guidance counselor coordinates a mentoring program for all students identified by the early warning system. Students are encouraged to participate in after school activities that include clubs or extended learning opportunities to support them in their

academics. Family engagement opportunities are discussed with the classroom teacher to encourage family members to be an active participant in their child's learning. The teacher individualizes instruction and tailors it to the child's specific needs in order to motivate the student and adapt curriculum to their specific learning style. The guidance counselor and social worker work with the student to enhance social attitudes and interpersonal skills that may influence learning and/or behaviors. Students with two or more early warning indicators are identified through our Child Study and MTSS teams. If attendance is the primary issue, the parents are made aware of the absences and a meeting is held. Students who have other early warning indicators receive social skill strategies, small group intervention or whatever is appropriate to their "indicators" from the School Counselor.

**PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section I Area 9: Black Student Achievement**

*Identify goals, targets, and actions for Black student achievement.*

Add Target Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
We currently have 12 African-American students in our school. The goal is to increase their math scores on the state mandated test by 5%. This will be achieved through identification of early warning indicators, if applicable, as well as closely monitoring the students academic achievement through test scores discussed at MTSS team. African-American students will also have the opportunity to be in the school STEP.	60		
We currently have 12 African-American students in our school. The goal is to increase their reading scores on the state mandated test by at least 5%. This will be achieved thorough identification of early warning indicators, if applicable, as well as closely monitoring the students academic achievement through test scores discussed at MTSS team. African-American students will also have the opportunity to be in the school STEP.	80		

**PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section J Area 10: Family and Community Involvement**

*Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).*

**LEVEL OF PARENTAL INVOLVEMENT** - 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 who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

The parent involvement efforts continue to be a strong point at Brooker Creek Elementary. For the past 8 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 encourage to help through home/school activities. 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 is to recruit mentors for targeted students.

**BUILDING POSITIVE RELATIONSHIPS** - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

Each month a school newsletter is available to all families. Teachers also communicate on a daily basis in student planners. They also communicate data/testing information after each testing cycle. Teachers also hold parent conferences and are available by email or phone.

**LEARNING ABOUT LOCAL COMMUNITY** - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

Each year we partner with several community organizations including: Council of North County Neighbors, Kiwanis, Rotary Club, Palm Harbor Chamber of Commerce as well as others to collaborate to support student achievement.

**PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section K Area 11: Additional Targets**

*This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.*

[Add Target](#) [Delete Target](#)

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	NA	50%	66%
100% of ESE students will increase independent reading levels by 2 Running Record levels as given and monitored by the VE teacher by June 2016.	-	-	100%

**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.

[Add PD](#) [Delete PD](#)

Professional Development Identified	
Related Goal(s)	To increase the 2015-2016 FSA Math scores to be above the state average by 5 percentage points.
Topic, Focus, and Content	Goals and Scales and other pertinent math training offered by District Math Coaches
Facilitator or Leader	District Math Coach
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Classroom Teachers
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Begin in Sept/ Oct with Goals and Scales and work through as many "Just in Time" Math Trainings as possible
Strategies for Follow-Up and Monitoring	Work with the District Math Supervisor as well as the District Math Coach for available training sessions as a follow-up to Goals and Scales, Administrator walk-throughs to monitor teacher effectiveness with material learned
Person Responsible for Monitoring	District Math Coach and Administrators
Professional Development Identified	
Related Goal(s)	To increase the percentage of students scoring at or above Level 4 on the 2016 Florida Statewide Assessment (Florida Standards Assessment for Reading) by 5%.

Topic, Focus, and Content	Just in Time training offered by district coaches
Facilitator or Leader	District coaches
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Classroom teachers
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	As per the district schedule
Strategies for Follow-Up and Monitoring	Discussions at PLC's, Data Chats
Person Responsible for Monitoring	District Coach and Administrators
Professional Development Identified	
Related Goal(s)	To increase the percentage from 40%-45% of students scoring a level 3 or above on the 2016 Florida Science Assessment.
Topic, Focus, and Content	Just in Time training offered by district coaches
Facilitator or Leader	District coaches
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Classroom teachers
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Once a month beginning in September and ending in April
Strategies for Follow-Up and Monitoring	Monthly meetings, PLC's, Data Chats, Vertical PLC's
Person Responsible for Monitoring	District Coach and Administrators
Professional Development Identified	
Related Goal(s)	To increase, by 5%, the percentage of students scoring at or above Level 4 on the 2016 Florida Statewide Assessment (Florida Standards Assessment for Writing).
Topic, Focus, and Content	Pertinent and timely Writing training
Facilitator or Leader	Learning Specialists
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Classroom Teachers
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Curriculum meetings as needed
Strategies for Follow-Up and Monitoring	Follow up trainings at PLC's and Data Chats
Person Responsible for Monitoring	Administrators

**PART IV** **COORDINATION AND INTEGRATION**

**FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS** - 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 IV, 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.

A free breakfast program is available for all students. ELP funds are utilized to support instruction beyond the school day (before and after school programs). The EL-ERM monies provide additional reading programs to support reading for our students not meeting grade level expectations. We work with the Pinellas County School's Homeless Education office to meet the needs of our homeless families



**MEETING STUDENT NEEDS** - 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.

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.

**PART V** **BUDGET**

Create a budget for each school-funded activity.

Add Item
Delete Item

Budget Item Description	Collaborative Planning Days
Related Goal(s)	Reading, Writing, Math, and Science
Actions/Plans	Teachers are given TDE's (Temporary Duty Elsewhere) for grade level collaborative planning
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Professional Development/Planning
Description of Resources	Substitutes and District Coaches
Funding Source	SIP/SAC funds
Amount Needed	\$2,400.00

**PART VI** **MID-YEAR REFLECTION**

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 goal created in Part II.

Add Goal
Delete Goal

Goal Area	Reading
Has the goal been achieved?	To be determined
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	Although the scores for FSA have not been received, we are showing desired progress on PCS Common Assessments
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	The actions to eliminate or reduce barriers have been implemented with fidelity

<p>If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?</p>	<p>The Master Schedule is being followed with fidelity that allows for quality instructional time for all teachers, we have built in intervention time during which students received appropriate interventions that meet their individual needs, staff regularly interprets and analyzes data to effectively drive instruction</p>
<p>If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. 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.</p>	<p>We are currently on target with our plan to eliminate barriers and meet our goals. This mid-year reflection will be further realized when the FSA is administered and the results are received</p>
<p>Goal Area</p>	<p>Writing</p>
<p>Has the goal been achieved?</p>	<p>To be determined</p>
<p>If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?</p>	<p>Although the scores for FSA have not been received, we are showing desired progress on PCS Common Assessments</p>
<p>If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?</p>	<p>Although the FSA Writing Assessment is new, teachers attended training to better understand how to instruct students effectively on the Writing Standards.</p>
<p>If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?</p>	<p>Teachers attended PLC's to discuss student work and writing assessment data to make plans to modify, differentiate and continually drive instruction</p>
<p>If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. 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.</p>	

# 8-Step Planning and Problem-Solving Process

