

Putnam County School District

Browning Pearce Elementary School



2015-16 School Improvement Plan

Browning Pearce Elementary School

100 BEAR BLVD, San Mateo, FL 32187

bpes.putnamschools.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	40%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Putnam County School Board on 12/8/2015.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Browning-Pearce Elementary School is dedicated to enhancing student performance by enabling each child to perform at his/her maximum potential. Parents and school personnel will rise to the challenge and work together to create a learning environment that meets the highest levels of individual achievement.

Provide the school's vision statement

We will create a positive environment full of energy that is conducive to staff collaboration and student achievement. Daily messages of positivity and a focus on positive actions school wide will drive our vision. Parents, community members, teachers, and student needs will be met to enable all involved to reach their potential.

School Environment

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

Administration toured all neighborhoods of our students and reached out to neighborhood churches and organizations to be involved and support our school. Parent Involvement plans incorporate varying cultures represented by our school population and include celebrations of Black History Month, Hispanic Culture events including dress and cuisine, inclusion of ESE families and support of families meeting needs of visually impaired students. Muffins for moms and donuts for dad, bingo for books, and math nights all invite our parents and community to our school and reinforce the importance of school and family relationships.

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

Browning Pearce has teams that work with both parent pick up/drop off and the busses to welcome every kid each day and say goodbye at the end of the day so that the approach is welcoming and connected to each family. We follow the Student Code of Conduct and address any infractions appropriately and involve students and families as needed. Putnam County Schools have a no bullying policy which is enforced and an anti bullying campaign is present on our campus. Students are safe and respected within each classroom and follow classroom policies and procedures which are aligned to school and district policies.

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

Browning Pearce has an established protocol for addressing disciplinary incidents which includes but is not limited to parent phone calls, removal from class/time out, warnings, notes or smiley faces in planners, ISS, suspensions, and/or bus suspensions. Expectations were addressed during pre planning and included in portions of staff handbook. Student Code of Conduct books are provided by the district and distributed. CPI training is also required for administrators to use in case student movement, removal, or immobilization is necessary.

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

Our inclusive guidance plan at Browning Pearce includes MTSS and Project Praise to address any additional pupil services needed. Small group counseling offered weekly and monthly addressing such issues as social skills, abuse, and/or grief. We address bullying through school wide assemblies and small group presentations. Red Ribbon Week will include anti drug campaigning and informational presentations.

Early Warning Systems

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

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

According to Browning Pearce Elementary and the Putnam County School District, the data clerk will call the student's parents after the third absence. This call is to make contact with the parent and find out the reasoning for the absences (illness, out of town, death in family, etc.). The data clerk will also discuss the importance of attendance to be successful in class and express the mission of the district. After the fifth day, a letter is sent by mail to the child's address stating the percentage of absences and tardies within a specific time period. The letter also includes the district's mission and the state of Florida's guideline in reference to mandatory attendance. A copy of the attendance policy as outlined by the Putnam County School Board is attached. If the student continues to be absent a resource officer is sent to the address to make contact with parents to explain the importance and ramifications of the child not being in school. If absences still occur, the case is turned over to the district truancy office.

Students are given in school and/or out of school suspension depending on the incident and intervention matrix. The matrix identifies specific incidents then provides a set of interventions that may be used. Another warning system that is used is a behavior intervention form. The behavior intervention form provides the intervention warnings for a student before a discipline referral is written. Each time a student does not follow the code of conduct an intervention form will be written, sent home for parent signature, then returned to the teacher. This form will be filed in the student folder. Parent communication occurs often and deters many problems that may arise. A teacher or faculty member may prefer to write a guidance referral depending the behavior. This referral will be used by the guidance counselor to set up a meeting with the student and may involve the parent if necessary.

Students scoring level 1 on the statewide and/or standardized assessments and course failure in ELA/Math are targeted for tutoring and extra intervention help. The school based lead team (SBLT) meet often to discuss students that are in need of extra assistance and tutoring. Students are identified as soon as possible to ensure each one is provided with the necessary help and guidance to be successful. The Multi-Tiered Support System /School Based Team (SBT) meets every week to discuss borderline students and which interventions will be most helpful. Every classroom has set aside a specific time (Triple iii) each day for intervention with lower level students. Teachers accommodate each student's need depending on their deficit or struggling area of instruction.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	12	25	21	24	3	22	107
One or more suspensions	0	3	2	7	5	4	21
Course failure in ELA or Math	2	6	14	5	5	6	38
Level 1 on statewide assessment	0	0	0	36	0	0	36

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	3	2	2	1	2	10

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

The School Based Lead Team meets with teachers during PLC's to discuss intervention strategies with students that are below or in jeopardy of falling below grade level. Parents are notified by teachers to communicate and teachers stress to parents the importance of daily attendance, reading at home, and completing all assignments.

Project Praise identifies students that are homeless (attendance issues) and also below grade level. Project Praise offers teacher tutors, transportation, school supplies, foods, and other necessary services to help struggling students be successful in the classroom.

Teachers have a specific time (Triple iii) set aside in class daily to help struggling students. Depending on the deficit/struggling subject area, teachers pull a small group of students to work on ELA/Math skills. Classroom assistants also pull students for one-on-one instruction during the week. Student progress is monitored then adjusted accordingly.

Multi-Tiered Support System (MTSS) SBT consists of the administrator, school psychologist, content resource teacher, guidance counselor, and the student's teacher. The SBT reviews behavior and academics of the student to put in place a specific plan to help the student become successful. The teacher will monitor the student for a period of time (8-10 weeks) documenting behavior/academic progress. The SBT will then meet to decide the next course of action.

The guidance counselor may place parents with outside resources to help with medical, shelter, and academic services.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/175975>.

Description

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

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

PTO organizes and supports drives to raise funds to support students achievement. Local churches and business' provide food donations on a weekly basis to support our snack bag program so that we can send food home to families over the weekend. Parents donate and collect items to create a christmas store for our students and families each year.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Helms, Bryan	Principal
Dale, Willie	Assistant Principal
Wilds, Michelle	Instructional Coach
Howard, Jamie	Guidance Counselor
Reed, Stephanie	Instructional Coach

Duties

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

The school-based MTSS Leadership Team (SBT) consists of: School Administrators (B. Helms, W. Dale), Curriculum Coach (M. Wilds), and Guidance Counselor (J. Howard). The responsibility of the Guidance Counselor is to lead MTSS parent/staff meetings, maintain open communication with the school psychologist and district personnel (i.e. staffing specialists, behavior specialists, speech and language specialists, and mental health counselors), and warehouse data from various sources on individual students. The responsibility of the Curriculum Coach is to gather and interpret academic data for all students, schedule tutoring/remediation for students in Tier 2 and above, and to coach teachers in high yield instructional strategies. The responsibility of the School Administrators is to lead the MTSS Leadership Team meetings, meet with all instructional staff individually each quarter to review data and student growth, and evaluate the effectiveness of MTSS/Rtl interventions as related to the School Improvement Plan.

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

The MTSS Leadership Team (SBT) will meet weekly to review and discuss individual student intervention data. In order to comply with Federal Legislation (IDEA 2004) mandates as well as state regulations, the lead team decided to implement a standard protocol process for research-based academic interventions and a diagnostic-prescriptive process for research based behavioral interventions. Teachers and Rtl/MTSS tutors will be responsible for providing the intervention with

fidelity and recording data. MTSS Leadership Team members will monitor, coach and assist with professional development and graphing data as needed. SKYWARD data can be used to monitor the need for behavioral interventions. On-going progress monitoring will be completed, graphed, and analyzed at monthly "follow-up" school based RtI/MTSS team meetings. At these meetings, decisions to continue or discontinue Tier 2 or 3 supports will be made. RtI/MTSS is a Regular Education initiative. The RtI/MTSS team will coordinate with the ESE department, parents, and all stake holders. Title I. Part A. Programs are coordinated through the Curriculum/Instruction/Assessment department at the district level and include the Assistant Superintendent and personnel from ESE, MTSS, ESOL, PBS and School Improvement (Federal Programs). This team meets monthly (at a minimum) and establishes and monitors program evaluation for all schools to ensure entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible. School sites have the responsibility of keeping an inventory of resources purchased with Title I. Communication throughout the year is ongoing with the building level administrators regarding progress toward the goals and objectives as stated in the grants.

Coordination of these services is done in the following ways:

- (1) Principal and Assistant Principal meetings are scheduled monthly;
- (2) Progress monitoring assessments are completed during the year, with the results reported to each participating school for review. Revisions in objectives or instructional strategies are addressed and implemented to meet the needs of all students;
- (3) Email dissemination regarding school improvement, technical assistance, and data guidance are made available to school leaders;
- (4) All schools participate in an Instructional Review to identify individual school needs and desired support;
- (5) Support for schools is differentiated based on each school's current academic performance, teacher quality, leadership experience, and supportive environment;
- (6) Collaborative assistance is provided by consultants hired to address specific deficiencies demonstrated by participating schools through assessment analysis;
- (7) Professional development and support is coordinated with school leaders and provided by School Improvement Specialists and the Curriculum/Instruction/Assessment department on topics including lesson planning, instructional practices, resources, and problem solving.

Title I, Part C. In addition to the services provided by Title I, Part A, the district uses Part C funds to improve the academic achievement of the school's migratory children. Title I, Part C initiatives are coordinated by the Curriculum/Instruction/Assessment department, Federal Programs, and Exceptional Student Education.

Title I, Part D. In addition to the services provided by Title I, Part A, the district maintains collaborative and partner-like relationships with Family Medical and Dental Services and Putnam Health to serve homeless, neglected, and delinquent students by providing health services. The District partners with the Department of Juvenile Justice and Putnam County Sheriff's Department to target delinquent students and provide mentoring and counseling services that foster relationships and provide supplemental support services. Funds are also utilized to provide services at the district's Solutions Center (Alternative Center).

Title II. Part A. The Title II Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title VI to ensure coordination and alignment of activities and fiscal support. At the district level, content coach positions in ELA, Math, and Science are funded as resource support for schools and teachers. Funds are also utilized to provide professional development for teachers and administrators at the district level. Funds are allocated at each school site to support professional development specific to the needs of the teachers as determined by the needs of their students.

Title III. The Title III Coordinator supports our English Language Learner (ELL) population by coordinating with schools to provide professional development opportunities for teachers, tutoring assistance for students based on need, after school programs for parents and students, and supplemental materials. In addition, a teaching assistant position is funded at Crescent City High School.

Title VI. Part B. The Title VI Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title II to ensure coordination and alignment of activities and fiscal support. Funds are utilized to provide professional development for teachers to improve standards-based instruction. At the secondary level, funds are also utilized to provide credit recovery and tutoring for students to pass Florida EOC exams.

Nutrition Programs. Each student in Putnam County is provided free breakfast and lunch through the Community Eligibility Provision Program (CEP).

Adult Education. Adult education is available at Saint Johns River State College through a collaboration with Workforce.

Housing Programs. The district has a working relationship with the Putnam County Public Housing Authority. The authority supports the district by encouraging parents to participate in parental involvement designed to increase student achievement.

Violence Prevention Programs. The district works collaboratively with the Department of Juvenile Justice to provide support to students in need of behavioral interventions within and/or outside the school day.

Career and Technical Education. The Career and Technical Education (CTE) department works closely with students and business partners to provide each student the opportunity to leave high school as a highly skilled graduate with the skills necessary to thrive in current and future careers.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kim Parcher	Teacher
Belinda Taylor	Teacher
Dylan Depew	Student

Duties

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

Evaluation of last year's school improvement plan

Academic goals (AMOs) were not accomplished last year but remain the goals for this year's SIP and with rigorous academic curriculum, PLCS and district support we continue to seek higher levels of proficiency

Development of this school improvement plan

Committee representatives came together to study, disaggregate and digest the data collected from the 2015 school year. After close examination of data outcomes, areas of improvement were identified and goals were set for the 2016 term.

Preparation of the school's annual budget and plan

Title 1 and Title II funds are being allocated to support goals identified in SIP, including parent involvement and parent nights \$3,711 allocated for parent involvement and \$25,000 allocated for professional development

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

Due to non funding, fiscal support is limited to "leftover" money from previous school improvement endeavors. This revenue is extremely limited and non recurring. Any leftover monies will be used to directly impact student achievement.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Wilds, Michelle	Instructional Coach
Reed, Stephanie	Instructional Coach
Helms, Bryan	Principal

Duties

Describe how the LLT promotes literacy within the school

Major initiatives include the continued acquisition of Florida Standards understanding and strategies, as well as to develop school level experts at each grade level. The purpose of these experts will be to create school based leaders who are capable of maintaining strong instructional practices regardless of personnel changes. Each grade level has a selected member of the ELA Cadre team who participate in district wide training, support, and planning. Weekly ELA PLCs at each grade level support school wide implementation of new curriculum aligned to the Florida Standards.

Public and Collaborative Teaching

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

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

To encourage a positive school environment and working relationships, Browning Pearce Elementary offers all teachers a forty-five minute common planning block daily. During this time teachers are engaged in collaborative lesson planning, student data reviews, and the sharing of best practices in all subject areas.

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

Putnam County School district offers a competitive salary and benefits package. Efforts are made to provide high quality inservice for improving individual teacher performance. In addition, as a Right to Work state, teachers have the support of our local teachers' union.

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

Beginning teachers are paired with an experienced educator who is clinically certified. In addition weely PLC's offer all teachers an opportunity to learn and grow. Beginning and/or struggling teachers are also offered personal coaching plans which are developed with the school based curriculum coach. These

teachers receive the support of the coach through regular planning sessions, co-teaching opportunities, and lesson modeling. Finally, peer assistance is also available from the district office for struggling teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

In order to ensure that the core English Language Arts/Reading instructional program was aligned to the Florida Standards, the district created a curriculum committee that was comprised of teachers, curriculum coaches, and district stakeholders. This committee met bi-monthly to review several different core programs for English Language Arts/Reading. Committee members were given the task of evaluating each program using a standard protocol provided by the state. The core program chosen met all of the protocol's requirements and was aligned to the Florida Standards (LFAS). The district's core Mathematics program is a nationally known curriculum that was chosen based on its alignment to the Common Core State Standards. Research was done at the district level to ensure that the curriculum was aligned to the Mathematics Florida Standards, as well as, the Florida Standards Assessment item specifications.

Instructional Strategies

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

In order to meet the needs of all students, teachers are required to engage in weekly professional learning communities for English Language Arts and Mathematics. During these weekly meetings teachers are required to examine formative and progress monitoring data. They then use this data to create differentiated, small groups for all levels of proficiency (below level, on level, and advanced level) in English Language Arts as well as Mathematics. The data is then used to drive the small group instruction based on student needs.

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

Strategy: Summer Program

Minutes added to school year: 1,350

The district provided all teachers with three days of summer professional development and planning using the Learning Focused Framework. Teachers were provided guidance on the components of the framework and then had time to collaborate and plan lessons aligned to Florida Standards.

Strategy Rationale

In an effort to strengthen core instruction, the district has adopted the research based Learning Focused Framework to guide teachers in planning standards-based instruction.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Morrison, Katie, kmorrison@my.putnamschools.org

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

School administrators will monitor the implementation of the Learning Focused Framework using walkthroughs, lesson plan review, and teacher observations. This data will be collected in iObservation. School administrators will also engage in analysis of student achievement data with the school-based leadership team and teachers.

Student Transition and Readiness

PreK-12 Transition

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

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

District wide, all elementary schools invite PreK students to a kindergarten round up in the spring. This event is well advertised and well attended. Additional information is sent through Child Find so that parents of non school aged children can better prepare and special needs can be identified and addressed prior to starting school. We also have PK classes at each school. There is also outreach to the community VPK providers via invitations to trainings and informational meetings at the district level. These initiatives are overseen by a district PK Coordinator. The PK Coordinator will ensure close articulation between PK and kindergarten.

Our rising 5th graders are encouraged to visit the 6th grade center and attend their orientation camp - Camp Rise in the summer. Numerous students attended the camp.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

n/a

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

n/a

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

n/a

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

n/a

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Prior FCAT results lead the SBLT team to reconsider math instruction and achievement at Browning Pearce to increase the level of rigor and problem solving skills with increased math fluency and competency. By impacting student's conceptual understanding in mathematics at the elementary level the desired effect would be increased proficiency on Algebra 1 EOC. Currently 57% of our students are identified in Tier 2 as being 1 year below. Although we made gains in math during the 2014-2015 school year our goal for the 2015-2016 school year is to move at least 25% from those in Tier 2 to Tier 1 demonstrating grade level proficiency.

School Improvement Goals

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

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will increase knowledge and skills by participating in weekly PLC's focused on the Florida Standards and MFAS data driven instruction and progress monitoring, thus resulting in an increase of percentile rank from 44th percentile to 50th percentile rank.

Strategic Goals Detail

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

G1. Teachers will increase knowledge and skills by participating in weekly PLC's focused on the Florida Standards and MFAS data driven instruction and progress monitoring, thus resulting in an increase of percentile rank from 44th percentile to 50th percentile rank. 1a

 G072580

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	50.0
Math Achievement District Assessment	60.0
Math Gains District Assessment	100.0

Resources Available to Support the Goal 2

- District Level experts, SBLT, Math Lead, Math Cadre representatives

Targeted Barriers to Achieving the Goal 3

- Lack of familiarity and experience with the Florida Mathematical Standards and Practices in all grade levels.
- Perceived complexity of EngageNy and language of standards

Plan to Monitor Progress Toward G1. 8

Year end analysis of Math Student Achievement in SBLT meeting

Person Responsible

Katie Morrison

Schedule

Annually, from 6/10/2016 to 6/10/2016

Evidence of Completion

FSA scores, iReady scores, Module Assessments, MFAS results, Title 1 Parent Survey

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will increase knowledge and skills by participating in weekly PLC's focused on the Florida Standards and MFAS data driven instruction and progress monitoring, thus resulting in an increase of percentile rank from 44th percentile to 50th percentile rank. **1**

 G072580

G1.B1 Lack of familiarity and experience with the Florida Mathematical Standards and Practices in all grade levels. **2**

 B189344

G1.B1.S1 PLC's will be based on understanding and teaching the Florida Standards. MA Cadre leaders will receive additional training in this area to be shared at the school site. Teachers will also participate in shared planning. **4**

 S200684

Strategy Rationale

Supportive and collaborative environment for fostering best practices and strategies for effective assessment.

Action Step 1 **5**

Methodology Training for Grade Level Teachers and Math Lab Teacher

Person Responsible

Schedule

On 7/2/2015

Evidence of Completion

Action Step 2 5

Learning Focused Training

Person Responsible

Michelle Wilds

Schedule

On 8/6/2015

Evidence of Completion

Action Step 3 5

Continued implementation and support of Engage Ny and MFAS process in weekly PLCs

Person Responsible

Schedule

Weekly, from 8/11/2015 to 6/5/2016

Evidence of Completion

MFAS results

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

Administration attendance at PLCs, Walkthroughs, informal observations and formal observations.

Person Responsible

Katie Morrison

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Continued increase in math proficiency as demonstrated on data walls, iObservation scores of applying to innovating 90% of the time

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

Quarterly admin and teacher data chats and walkthrough observations

Person Responsible

Katie Morrison


Schedule

Quarterly, from 8/11/2015 to 6/3/2016


Evidence of Completion

classroom formative assessments and iObservation scores

G1.B2 Perceived complexity of EngageNY and language of standards 2

 B189345

G1.B2.S1 Parent support for math, informational meetings, lesson study opportunities provided 4

 S200685

Strategy Rationale

Address the curriculum from all sides and ensure clear communication of expectations and adjustments to new curriculum, language and expectations

Action Step 1 5

Common Core for Parents & Eureka Math Resources distributed at Title 1 Parent Meeting

Person Responsible

Katie Morrison

Schedule

On 9/3/2015

Evidence of Completion

Sign in sheets for parent meeting where resources were provided

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

Identify and prepare resources by grade level for parents

Person Responsible

Katie Morrison

Schedule

On 9/3/2015

Evidence of Completion

Parent Sign In Sheet

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

Decrease in negative parent communication about math homework

Person Responsible

Katie Morrison

Schedule

Annually, from 9/3/2015 to 6/3/2016

Evidence of Completion

Parent Contact Log

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Methodology Training for Grade Level Teachers and Math Lab Teacher		6/22/2015		7/2/2015 one-time
G1.B2.S1.A1	Common Core for Parents & Eureka Math Resources distributed at Title 1 Parent Meeting	Morrison, Katie	9/3/2015	Sign in sheets for parent meeting where resources were provided	9/3/2015 one-time
G1.B1.S1.A2	Learning Focused Training	Wilds, Michelle	7/1/2015		8/6/2015 one-time
G1.B1.S1.A3	Continued implementation and support of Engage Ny and MFAS process in weekly PLCs		8/11/2015	MFAS results	6/5/2016 weekly
G1.MA1	Year end analysis of Math Student Achievement in SBLT meeting	Morrison, Katie	6/10/2016	FSA scores, iReady scores, Module Assessments, MFAS results, Title 1 Parent Survey	6/10/2016 annually
G1.B1.S1.MA1	Quarterly admin and teacher data chats and walkthrough observations	Morrison, Katie	8/11/2015	classroom formative assessments and iObservation scores	6/3/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Administration attendance at PLCs, Walkthroughs, informal observations and formal observations.	Morrison, Katie	9/1/2015	Continued increase in math proficiency as demonstrated on data walls, iObservation scores of applying to innovating 90% of the time	6/3/2016 weekly
G1.B2.S1.MA1	Decrease in negative parent communication about math homework	Morrison, Katie	9/3/2015	Parent Contact Log	6/3/2016 annually
G1.B2.S1.MA1	Identify and prepare resources by grade level for parents	Morrison, Katie	9/3/2015	Parent Sign In Sheet	9/3/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Teachers will increase knowledge and skills by participating in weekly PLC's focused on the Florida Standards and MFAS data driven instruction and progress monitoring, thus resulting in an increase of percentile rank from 44th percentile to 50th percentile rank.

G1.B1 Lack of familiarity and experience with the Florida Mathematical Standards and Practices in all grade levels.

G1.B1.S1 PLC's will be based on understanding and teaching the Florida Standards. MA Cadre leaders will receive additional training in this area to be shared at the school site. Teachers will also participate in shared planning.

PD Opportunity 1

Methodology Training for Grade Level Teachers and Math Lab Teacher

Facilitator

Dr. Ban Har

Participants

Grade level teachers

Schedule

On 7/2/2015

PD Opportunity 2

Learning Focused Training

Facilitator

District Trainers

Participants

Grade Level Teachers

Schedule

On 8/6/2015

PD Opportunity 3

Continued implementation and support of Engage Ny and MFAS process in weekly PLCs

Facilitator

SBLT, Math Lead, Cadre Leaders

Participants

Math Lead, Instructional Staff, SBLT, Math Cadre leaders and district level experts

Schedule

Weekly, from 8/11/2015 to 6/5/2016

Technical Assistance Items

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

Budget

Budget Data						
1	G1.B1.S1.A1	Methodology Training for Grade Level Teachers and Math Lab Teacher				\$0.00
2	G1.B1.S1.A2	Learning Focused Training				\$0.00
3	G1.B1.S1.A3	Continued implementation and support of Engage Ny and MFAS process in weekly PLCs				\$24,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title II		\$24,000.00
			<i>Notes: Professional Development</i>			
4	G1.B2.S1.A1	Common Core for Parents & Eureka Math Resources distributed at Title 1 Parent Meeting				\$0.00
					Total:	\$24,000.00