

Putnam County School District

# Browning Pearce Elementary School



2016-17 School Improvement Plan

## Browning Pearce Elementary School

100 BEAR BLVD, San Mateo, FL 32187

bpes.putnamschools.org

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2018-19 Title I School</b>	<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	C

*\*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 is pending approval by the Putnam County School Board.

### 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Browning Pearce Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Dustin Sims</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement

The mission statement will be developed throughout this school year with the leadership team, faculty, staff, students, and parents of Browning Pearce Elementary School.

##### b. Provide the school's vision statement

The Bear Vision: At Browning Pearce, we are a unified family of learners who nurture & challenge each student to excel in the classroom & community. EVERY CHILD. EVERY DAY.

#### 2. School Environment

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

Browning Pearce faculty and staff strive to recognize all cultures believing the more our students understand about different cultures the better adult they can become. Our lead team begins by collaborating with all grade levels to schedule a year long calendar to celebrate events such as Black History month, Hispanic Heritage month, etc. Next, our teachers research their curriculum to find other important cultural events that students are able to research and prepare projects.

Browning Pearce Elementary strongly believes that building teacher/student relationships is the key for student success. Greeting students every morning at the door with a big smile and friendly greeting starts the relationship. Teachers always take the time to talk with students not only about academics but about their personal lives such as hobbies, goals, and future endeavors. Browning Pearce has many after school events during the school year to bring in students and families to continue the relationship building.

Fall Festival is a community gathering that brings hundreds of families to our school. Games, food, and a friendly atmosphere is the focus for that night. Other events such a Science night and Math is more targeted for academics, but still has a great turn out for families. Browning Pearce has been blessed with a very active PTO that has done an excellent job helping our faculty in volunteering their time. Our school has started our first community garden and it has been a huge success. Many community members, students, and faculty members have worked on weekends to build, plant, and clean.

##### b. 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 buses to welcome each student every 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 School District has a bullying prevention 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. We also have bullying forms available to students. Students are allowed to fill it out and turn it in. The forms are looked at daily and followed up on immediately. Cameras have also been installed in key areas around campus. This is to ensure the safety of every student.

Browning Pearce also creates a positive school culture by adhering to the district's character counts and the recognizes students that show examples the character counts. BP Bear Expectations were developed to encourage students to show great character. Those expectations are: Be Polite, Be Prepared, Be Productive, Be Polite and Be Proud! These expectations are displayed throughout the school and shared each morning during morning announcements. Bear Bucks are awarded to students/classes that demonstrates positive behavior. These Bear Bucks are exchanged for classroom rewards. Terrific Kid and Kids with Character ceremonies are held four times per year to formally recognize students for showing great behavior/character.

**c. 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, warnings, time out, notes or smiley faces in planners, suspensions, and/or bus suspensions. Expectations are addressed during pre-planning and included in portions of the 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.

Teachers review classroom expectations with students and remind them daily of procedures. Students are given three warnings by way of the PCSD Behavior Intervention forms. Intervention forms document the incident and parent communication. Office Discipline Referrals are used for major incidents or minor repetitive incidents that have not been resolved with the classroom Behavior Intervention Form.

**d. 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 student services needed. Small group counseling offered weekly and monthly addressing such issues as social skills, abuse, and/or grief. We address bullying through individual conferencing and classroom presentations and instruction. Red Ribbon Week will include anti-drug campaigning and informational presentations.

### 3. 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).

**a. 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.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	12	25	21	24	3	22	0	0	0	0	0	0	0	107
One or more suspensions	0	3	2	7	5	4	0	0	0	0	0	0	0	21
Course failure in ELA or Math	2	6	14	5	5	6	0	0	0	0	0	0	0	38
Level 1 on statewide assessment	0	0	0	65	63	43	0	0	0	0	0	0	0	171

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	3	2	7	9	7	0	0	0	0	0	0	0	28

**c. 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.

## B. Family and Community Engagement

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).

### 1. 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).

#### a. Will the school use its PIP to satisfy this question?

Yes

##### 1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/323211>.

##### 2. Description

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

### 2. 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 businesses 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 holiday store for our students and families each year.

## C. 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).

### 1. School Leadership Team

#### a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
McCool, Ashley	Principal
Dale, Willie	Assistant Principal
Bergen, Matt	Instructional Coach
Reed, Stephanie	Instructional Coach
Ramirez, Donna	Guidance Counselor
Bacon, Kan Dee	Instructional Media

## **b. Duties**

### **1. 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: Principal- Ashley McCool, Assistant Principal- Willie Dale, Reading Coach- Matt Bergen, Math Coach- Stephanie Reed, and Guidance Counselor- Donna Ramirez.

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 interventions as related to the School Improvement Plan. The responsibility of the Curriculum Coaches 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 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.

### **2. 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. MTSS is a Regular Education initiative, and all teachers have been trained in the MTSS process. Teachers are expected to monitor their students and bring student concerns to the MTSS Coordinator, Donna Ramirez. Teachers and 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 data collection as needed. The MTSS team will coordinate with the PCSD ESE Department, teachers, and families.

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.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Ashley McCool	Principal
Stephanie Reed	Education Support Employee
Matt Bergen	Education Support Employee
Nikki Cummings	Parent
Dugan Whiteside	Parent
Nancy Bohannon	Parent
Ramonita Ruiz	Parent
	Student

### b. Duties

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

##### a. Evaluation of last year's school improvement plan

Academic goals (AMOs) were not fully accomplished last year. With rigorous academic curriculum, staff development through Professional Learning Communities, and district support, we continue to seek higher levels of proficiency.

##### b. Development of this school improvement plan

Committee representatives came together to review data from the 2015-16 school year. Areas of improvement were identified and goals were set for the 2016-17 School Improvement Plan.

##### c. 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 professional development.

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

Due to lack of current funding, fiscal support is limited to "leftover" money from previous school improvement endeavors. Any leftover monies will be used to directly impact student achievement.

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

Yes

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

## 3. Literacy Leadership Team (LLT)

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Bergen, Matt	Instructional Coach
Reed, Stephanie	Instructional Coach
	Principal
McCool, Ashley	Principal
Dale, Willie	Assistant Principal
Bacon, Kan Dee	Instructional Media

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable**

This school year, the Literacy Leadership Team will work to promote literacy in several ways. First we will have weekly ELA PLC meetings with each grade level team. We will use this time to look at best practices, upcoming standards, and resources that meet the needs of both the standards and our students. Secondly, we have purchased Achieve3000 program for use in our 3rd – 5th grade classrooms. As a school, we are tracking student progress and recognizing daily and weekly student achievements. We are also using i-Ready data, specifically instructional usage data, to track and reward student effort and usage of the program to build comprehension. Classes are recognized each nine weeks based on proficiency rates on lessons and the LLT will check in with classes to discuss progress. Finally, we have acquired a Media Specialist at our school to help promote literacy using Accelerated Reader. This program allows students to earn points for passing quizzes on books they have read in and out of class. There will be progress tracking as well challenges to promote the continued use and benefits of the program.

**D. 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).

**1. 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.

**2. 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.

**3. 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, weekly 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.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

##### **1. 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.

#### b. Instructional Strategies

##### **1. 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. Teachers 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.

##### **2. 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:** Before School Program

**Minutes added to school year:**

##### **Strategy Rationale**

##### **Strategy Purpose(s)**

- Core Academic Instruction

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

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



## 2. Student Transition and Readiness

### a. 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).

#### 1. 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 Pre-K 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 a strong Pre-K program 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 Pre-K Coordinator. The Pre-K Coordinator will ensure close articulation between Pre-K 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.

### b. College and Career Readiness

#### 1. 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

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

n/a

#### 3. 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

#### 4. 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

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. 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:

*No files were uploaded*



## **2. 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.

## **B. 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.

## **C. Strategic Goals**

## 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.** The leadership team, with input from all staff, will develop a unified vision to set the school climate of high expectations. This vision will become the foundation of our school's work to strive for maximum growth in academics and social skills for every student.
  
- G2.** Teachers will utilize a defined curriculum framework for lesson planning to increase consistency of instructional delivery in Reading/ELA, Mathematics, and Science. Daily lessons will include planning for differentiated instruction to meet the individual needs of each student and yield gains in learning as defined by school and state expectations.
  
- G3.** The staff of BPES will make strategic efforts to include families in academic and social activities. We will increase the number of staff and families who participate in PTO/SAC for shared decision making. We will reach out to our community to include them in our school and seek business partners to support our school efforts.

## Strategic Goals Detail

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

**G1.** The leadership team, with input from all staff, will develop a unified vision to set the school climate of high expectations. This vision will become the foundation of our school's work to strive for maximum growth in academics and social skills for every student. 1a

G084925

**Targets Supported** 1b

Indicator	Annual Target
5Es Score: Collective Responsibility	60.0
5Es Score: Instructional Leadership	60.0

**Targeted Barriers to Achieving the Goal** 3

- There is a perception that teachers and staff do not work as a cohesive family to set the highest expectations for every student in academics and social skills.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- school administrators
- instructional coaches in reading and math/science
- leadership for support staff
- commitment to improved MTSS process led by our guidance counselor and coaches

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G2.** Teachers will utilize a defined curriculum framework for lesson planning to increase consistency of instructional delivery in Reading/ELA, Mathematics, and Science. Daily lessons will include planning for differentiated instruction to meet the individual needs of each student and yield gains in learning as defined by school and state expectations. **1a**

G084926

**Targets Supported** **1b**

Indicator	Annual Target
FSA ELA Achievement	55.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	50.0
ELA Achievement District Assessment	50.0
FSA Mathematics Achievement	70.0
Math Gains	80.0
Math Lowest 25% Gains	55.0
Math Achievement District Assessment	50.0
Statewide Science Assessment Achievement	60.0

**Targeted Barriers to Achieving the Goal** **3**

- There is a perception from staff and parents that literacy and the love for reading is missing at BPES.
- Teacher knowledge of standards-based curriculum and instruction is not as strong as it needs to be for every child to show needed growth in reading, math, and science.
- Science has not been a strong emphasis at every grade level by every teacher. In previous years, students attended a science lab and teachers relied on this for some of the science instruction.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Teacher experience
- Strong Lead Teachers at grade grade levels
- Title 1 funds available to purchase additional instructional resources
- Experienced and supportive instructional coaches

**G3.** The staff of BPES will make strategic efforts to include families in academic and social activities. We will increase the number of staff and families who participate in PTO/SAC for shared decision making. We will reach out to our community to include them in our school and seek business partners to support our school efforts. **1a**

 G084927

**Targets Supported** **1b**

Indicator	Annual Target
5Es Score: Involved Families	40.0

**Targeted Barriers to Achieving the Goal** **3**

- personnel to improve communication with families

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- great community perception of BPES
- positive relationships between staff and families

## 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.** The leadership team, with input from all staff, will develop a unified vision to set the school climate of high expectations. This vision will become the foundation of our school's work to strive for maximum growth in academics and social skills for every student. 1

G084925

**G1.B1** There is a perception that teachers and staff do not work as a cohesive family to set the highest expectations for every student in academics and social skills. 2

B225852

**G1.B1.S1** A school vision statement will be created with the input of all staff. Once this is accomplished, we will work together to create a school mission statement throughout this school year. 4

S238238

### Strategy Rationale

All staff should contribute to the creation of a new school vision and mission statement.

### Action Step 1 5

generate and distribute staff questionnaire

#### Person Responsible

Ashley McCool

#### Schedule

On 7/1/2016

#### Evidence of Completion

completed staff questionnaires

### Action Step 2 5

review staff questionnaires and finalize three vision statements for staff vote

#### Person Responsible

Ashley McCool

#### Schedule

On 7/6/2016

#### Evidence of Completion

Lead Team Agenda



**Action Step 3** 5

send vision statements for vote and select final vision statement

**Person Responsible**

Ashley McCool

**Schedule**

On 8/5/2016

***Evidence of Completion***

staff voting responses and final vision document

**Action Step 4** 5

Vision statement will be shared with BPES staff, students and families daily on announcements and on all written publications. Teachers will teach the vision to students and share importance of language selected for the Vision Statement.

**Person Responsible**

Ashley McCool

**Schedule**

Daily, from 8/8/2016 to 6/1/2017

***Evidence of Completion***

daily announcements, publications, teacher lesson plans

**Action Step 5** 5

Staff will work together to develop a strong school Mission Statement.

**Person Responsible**

**Schedule**

Monthly, from 12/1/2016 to 6/1/2017

***Evidence of Completion***

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

Weekly at Lead Team meetings and PLCs, we will discuss how we are demonstrating our school vision.

**Person Responsible**

Ashley McCool

**Schedule**

Weekly, from 9/1/2016 to 6/1/2017

***Evidence of Completion***

Agendas from meetings

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G2.** Teachers will utilize a defined curriculum framework for lesson planning to increase consistency of instructional delivery in Reading/ELA, Mathematics, and Science. Daily lessons will include planning for differentiated instruction to meet the individual needs of each student and yield gains in learning as defined by school and state expectations. 1

G084926

**G2.B1** There is a perception from staff and parents that literacy and the love for reading is missing at BPES. 2

B225853

**G2.B1.S1** Students will have individual reading goals to encourage daily reading for enjoyment. School-wide Reading Challenges will be used to motivate students to meet their goals. 4

S238239

### Strategy Rationale

Students need motivation to reach goals.

### Action Step 1 5

Student reading goals will be set by each teacher to include AR points, Achieve3000 goals, and Book Club activities. Students who reach their goals will be rewarded school-wide.

#### Person Responsible

Ashley McCool

#### Schedule

On 12/21/2016

#### Evidence of Completion

student record cards will be created and distributed- teachers will monitor cards

### Action Step 2 5

A school dance celebration will be held for every student who meets his/her goal in December, 2016.

#### Person Responsible

Matt Bergen

#### Schedule

On 12/21/2016

#### Evidence of Completion

record of students who met goal and attend dance celebration

**Action Step 3** 5

Achievement Class will be offered before school for students to have more time in computer lab to meet their Reading Challenge goals.

**Person Responsible**

Matt Bergen

**Schedule**

Daily, from 10/10/2016 to 6/1/2017

***Evidence of Completion***

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

Teachers will set individual goals based on the Reading Challenge. Students will attend before school Achievement Class for additional support as needed. School Celebrations will be held throughout the year for students meeting their goals.

**Person Responsible**

Matt Bergen

**Schedule**

Weekly, from 11/10/2016 to 6/1/2017

***Evidence of Completion***

Mr. Bergen will check with each teacher to monitor student progress toward their goals.

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

Teacher feedback to determine if Reading Challenge is motivating students

**Person Responsible**

Matt Bergen

**Schedule**

***Evidence of Completion***

Matt will get feedback from teachers and determine what percentage of our teachers feel the challenge is effective.

**G2.B3** Teacher knowledge of standards-based curriculum and instruction is not as strong as it needs to be for every child to show needed growth in reading, math, and science. 2

B225855

**G2.B3.S1** Teachers will utilize a clear lesson framework when planning for ELA with an emphasis on strong learning goals and scales that show a clear progression of learning. Activities and assessments will replicate the level of rigor of school and state summative assessments. 4

S238240

### Strategy Rationale

#### Action Step 1 5

A framework for planning ELA will be shared with teachers and used to monitor planning during coach-led PLCs weekly.

#### Person Responsible

Matt Bergen

#### Schedule

Weekly, from 9/1/2016 to 6/1/2017

#### Evidence of Completion

Agendas for PLCs and teacher lesson plans

#### Action Step 2 5

Achieve3000 will be purchased and utilized as an instructional tool and student learning tool in 3rd-5th grade classrooms. Teachers will receive on-going professional development to implement Achieve3000 successfully.

#### Person Responsible

Matt Bergen

#### Schedule

Daily, from 10/1/2016 to 6/1/2017

#### Evidence of Completion

lesson plans and Achieve3000 reports

**Action Step 3** 5

Research-based reading intervention classes will be implemented.

**Person Responsible**

Matt Bergen

**Schedule**

On 6/1/2017

***Evidence of Completion***

Student screening data, intervention class schedule, student data

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

progress toward action steps will be reviewed weekly at Lead Team Meetings

**Person Responsible**

Ashley McCool

**Schedule**

Weekly, from 10/1/2016 to 6/1/2017

***Evidence of Completion***

Meeting agenda and notes

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G2.B3.S2** The Learning Focused Framework will be utilized in planning for mathematics with an emphasis on strong learning goals and scales that show a clear progression of learning. Activities and assessments will replicate the level of rigor of school and state summative assessments. 4

S238241

### Strategy Rationale

#### Action Step 1 5

A framework for planning Math will be shared with teachers and used to monitor planning during coach-led PLCs weekly.

##### **Person Responsible**

Stephanie Reed

##### **Schedule**

Weekly, from 10/1/2016 to 6/1/2017

##### **Evidence of Completion**

Agendas for PLCs and teacher lesson plans

#### Action Step 2 5

Reflex math will be purchased and utilized to support teachers by providing students with additional tools to improve their mathematical fluency.

##### **Person Responsible**

Stephanie Reed

##### **Schedule**

Daily, from 10/1/2016 to 6/1/2017

##### **Evidence of Completion**

purchase order, teacher feedback, student data



**G2.B4** Science has not been a strong emphasis at every grade level by every teacher. In previous years, students attended a science lab and teaches relied on this for some of the science instruction. 2

B225856

**G2.B4.S1** Teachers will implement daily standards-based lessons in science that incorporate exploration and hands-on experiences. Teachers will implement ongoing formative assessments in science to determine student mastery of standards. An emphasis in science at all grade levels will result in an increase in performance on the 5th grade Florida Standards Assessment. 4

S238242

### Strategy Rationale

Science should be an emphasis at all grade levels to build a strong foundation.

### Action Step 1 5

A science lead teacher will be selected to lead PLCs specific to science instruction.

#### Person Responsible

Ashley McCool

#### Schedule

On 9/1/2016

#### Evidence of Completion

Selection of science lead and meeting agendas

### Action Step 2 5

Performance Matters will be given to determine students' progress toward grade level standards in science.

#### Person Responsible

Stephanie Reed

#### Schedule

On 9/30/2016

#### Evidence of Completion

student data from Performance Matters

**Plan to Monitor Fidelity of Implementation of G2.B4.S1** 6

Science lead teacher will review data with instructional coaches and make a plan for working with teachers.

**Person Responsible**

**Schedule**

On 6/1/2017

***Evidence of Completion***

Kim Parcher was selected as science lead. Agendas from meetings with coaches and teachers will be collected.

**G3.** The staff of BPES will make strategic efforts to include families in academic and social activities. We will increase the number of staff and families who participate in PTO/SAC for shared decision making. We will reach out to our community to include them in our school and seek business partners to support our school efforts. 1

G084927

**G3.B1** personnel to improve communication with families 2

B225857

**G3.B1.S1** Family communication will be a top priority for the staff of BPES. Efforts will be made to secure staff who can communicate clearly with all families. We will improve communication by using a variety of methods more often. 4

S238243

### Strategy Rationale

Parents need to feel that efforts are made to communicate with them often in a way that is convenient to them.

### Action Step 1 5

We will make efforts to secure staff who can communicate clearly with our families who speak English and Spanish.

#### Person Responsible

Ashley McCool

#### Schedule

Annually, from 8/1/2016 to 7/1/2017

#### Evidence of Completion

staff selection data

### Action Step 2 5

We will implement more ongoing communication efforts to include call outs, updated website, newsletters and local newspaper publications.

#### Person Responsible

Ashley McCool

#### Schedule

#### Evidence of Completion

publications, call out reports, website

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Efforts will be reviewed at PTO/SAC meetings

**Person Responsible**

Ashley McCool

**Schedule**

Monthly, from 10/1/2016 to 6/1/2017

***Evidence of Completion***

meeting agendas and notes with feedback from families

**G3.B1.S2** PTO/SAC will be offered at multiple times and include recruiting efforts of families and staff. A focus of our PTO will include fundraising for school projects and outreach to secure community business partners. 4

S238244

### Strategy Rationale

Increased participation will give us more feedback to understand the needs of our families. Business partners will help us meet school goals and support our efforts to promote our school positively in our community.

### Action Step 1 5

PTO/SAC meetings will be held at multiple dates/times.

#### Person Responsible

Ashley McCool

#### Schedule

Monthly, from 9/1/2016 to 6/1/2017

#### Evidence of Completion

PTO meeting dates/times

### Action Step 2 5

Formal invites and callouts will be utilized to include all families in meetings.

#### Person Responsible

Ashley McCool

#### Schedule

On 6/1/2017

#### Evidence of Completion

invites, call out reports

**Action Step 3** 5

Fall Festival & Community Garden Event

**Person Responsible**

Ashley McCool

**Schedule**

***Evidence of Completion***

Fall Festival will be held as an opportunity for our families to visit our school and have fun with their children. They will interact with staff positively and visit our community garden.

**Action Step 4** 5

Business Partner Initiative- We will seek to secure business partners for BPES.

**Person Responsible**

Ashley McCool

**Schedule**

Weekly, from 11/1/2016 to 6/1/2017

***Evidence of Completion***

Feedback from local businesses, records of those business partners secured with commitment documents

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

We will review participation and activities at all PTO meetings as well as weekly in Leadership Team meetings.

**Person Responsible**

Ashley McCool

**Schedule**

Weekly, from 9/1/2016 to 6/1/2017

***Evidence of Completion***

meeting agenda and notes

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.MA1 M314876	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.MA1 M314872	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.MA1 M314873	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.MA1 M314874	[no content entered]		No Start Date		No End Date one-time
G2.B1.S1.MA1 M314877	Teacher feedback to determine if Reading Challenge is motivating students	Bergen, Matt	11/10/2016	Matt will get feedback from teachers and determine what percentage of our teachers feel the challenge is effective.	No End Date one-time
G2.B3.S1.MA1 M314879	[no content entered]		No Start Date		No End Date one-time
G3.B1.S1.A2 A308322	We will implement more ongoing communication efforts to include call outs, updated website,...	McCool, Ashley	No Start Date	publications, call out reports, website	No End Date one-time
G3.B1.S2.A3 A308325	Fall Festival & Community Garden Event	McCool, Ashley	10/27/2016	Fall Festival will be held as an opportunity for our families to visit our school and have fun with their children. They will interact with staff positively and visit our community garden.	No End Date one-time
G1.B1.S1.A1 A308306	generate and distribute staff questionnaire	McCool, Ashley	6/15/2016	completed staff questionnaires	7/1/2016 one-time
G1.B1.S1.A2 A308307	review staff questionnaires and finalize three vision statements for staff vote	McCool, Ashley	7/6/2016	Lead Team Agenda	7/6/2016 one-time
G1.B1.S1.A3 A308308	send vision statements for vote and select final vision statement	McCool, Ashley	8/1/2016	staff voting responses and final vision document	8/5/2016 one-time
G2.B4.S1.A1 A308319	A science lead teacher will be selected to lead PLCs specific to science instruction.	McCool, Ashley	9/1/2016	Selection of science lead and meeting agendas	9/1/2016 one-time
G2.B4.S1.A2 A308320	Performance Matters will be given to determine students' progress toward grade level standards in...	Reed, Stephanie	9/1/2016	student data from Performance Matters	9/30/2016 one-time
G2.B1.S1.A1 A308311	Student reading goals will be set by each teacher to include AR points, Achieve3000 goals, and Book...	McCool, Ashley	11/1/2016	student record cards will be created and distributed- teachers will monitor cards	12/21/2016 one-time
G2.B1.S1.A2 A308312	A school dance celebration will be held for every student who meets his/her goal in December, 2016.	Bergen, Matt	12/21/2016	record of students who met goal and attend dance celebration	12/21/2016 one-time
G1.B1.S1.MA1 M314875	Weekly at Lead Team meetings and PLCs, we will discuss how we are demonstrating our school vision.	McCool, Ashley	9/1/2016	Agendas from meetings	6/1/2017 weekly
G1.B1.S1.A4 A308309	Vision statement will be shared with BPES staff, students and families daily on announcements and...	McCool, Ashley	8/8/2016	daily announcements, publications, teacher lesson plans	6/1/2017 daily
G1.B1.S1.A5 A308310	Staff will work together to develop a strong school Mission Statement.		12/1/2016		6/1/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1 M314878	Teachers will set individual goals based on the Reading Challenge. Students will attend before...	Bergen, Matt	11/10/2016	Mr. Bergen will check with each teacher to monitor student progress toward their goals.	6/1/2017 weekly
G2.B1.S1.A3 A308313	Achievement Class will be offered before school for students to have more time in computer lab to...	Bergen, Matt	10/10/2016		6/1/2017 daily
G2.B3.S1.MA1 M314880	progress toward action steps will be reviewed weekly at Lead Team Meetings	McCool, Ashley	10/1/2016	Meeting agenda and notes	6/1/2017 weekly
G2.B3.S1.A1 A308314	A framework for planning ELA will be shared with teachers and used to monitor planning during...	Bergen, Matt	9/1/2016	Agendas for PLCs and teacher lesson plans	6/1/2017 weekly
G2.B3.S1.A2 A308315	Achieve3000 will be purchased and utilized as an instructional tool and student learning tool in...	Bergen, Matt	10/1/2016	lesson plans and Achieve3000 reports	6/1/2017 daily
G2.B3.S1.A3 A308316	Research-based reading intervention classes will be implemented.	Bergen, Matt	12/1/2016	Student screening data, intervention class schedule, student data	6/1/2017 one-time
G2.B4.S1.MA1 M314881	Science lead teacher will review data with instructional coaches and make a plan for working with...		10/1/2016	Kim Parcher was selected as science lead. Agendas from meetings with coaches and teachers will be collected.	6/1/2017 one-time
G3.B1.S1.MA1 M314882	Efforts will be reviewed at PTO/SAC meetings	McCool, Ashley	10/1/2016	meeting agendas and notes with feedback from families	6/1/2017 monthly
G2.B3.S2.A1 A308317	A framework for planning Math will be shared with teachers and used to monitor planning during...	Reed, Stephanie	10/1/2016	Agendas for PLCs and teacher lesson plans	6/1/2017 weekly
G2.B3.S2.A2 A308318	Reflex math will be purchased and utilized to support teachers by providing students with...	Reed, Stephanie	10/1/2016	purchase order, teacher feedback, student data	6/1/2017 daily
G3.B1.S2.MA1 M314883	We will review participation and activities at all PTO meetings as well as weekly in Leadership...	McCool, Ashley	9/1/2016	meeting agenda and notes	6/1/2017 weekly
G3.B1.S2.A1 A308323	PTO/SAC meetings will be help at multiple dates/times.	McCool, Ashley	9/1/2016	PTO meeting dates/times	6/1/2017 monthly
G3.B1.S2.A2 A308324	Formal invites and callouts will be utilized to include all families in meetings.	McCool, Ashley	9/1/2016	invites, call out reports	6/1/2017 one-time
G3.B1.S2.A4 A308326	Business Partner Initiative- We will seek to secure business partners for BPES.	McCool, Ashley	11/1/2016	Feedback from local businesses, records of those business partners secured with commitment documents	6/1/2017 weekly
G3.B1.S1.A1 A308321	We will make efforts to secure staff who can communicate clearly with our families who speak...	McCool, Ashley	8/1/2016	staff selection data	7/1/2017 annually



## V. Professional Development Opportunities

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

**G1.** The leadership team, with input from all staff, will develop a unified vision to set the school climate of high expectations. This vision will become the foundation of our school's work to strive for maximum growth in academics and social skills for every student.

**G1.B1** There is a perception that teachers and staff do not work as a cohesive family to set the highest expectations for every student in academics and social skills.

**G1.B1.S1** A school vision statement will be created with the input of all staff. Once this is accomplished, we will work together to create a school mission statement throughout this school year.

### **PD Opportunity 1**

review staff questionnaires and finalize three vision statements for staff vote

#### **Facilitator**

Ashley McCool

#### **Participants**

BPES Leadership Team

#### **Schedule**

On 7/6/2016

**G2.** Teachers will utilize a defined curriculum framework for lesson planning to increase consistency of instructional delivery in Reading/ELA, Mathematics, and Science. Daily lessons will include planning for differentiated instruction to meet the individual needs of each student and yield gains in learning as defined by school and state expectations.

**G2.B3** Teacher knowledge of standards-based curriculum and instruction is not as strong as it needs to be for every child to show needed growth in reading, math, and science.

**G2.B3.S1** Teachers will utilize a clear lesson framework when planning for ELA with an emphasis on strong learning goals and scales that show a clear progression of learning. Activities and assessments will replicate the level of rigor of school and state summative assessments.

### **PD Opportunity 1**

A framework for planning ELA will be shared with teachers and used to monitor planning during coach-led PLCs weekly.

#### **Facilitator**

Ashley McCool, Matt Bergen

#### **Participants**

Teachers

#### **Schedule**

Weekly, from 9/1/2016 to 6/1/2017

### **PD Opportunity 2**

Achieve3000 will be purchased and utilized as an instructional tool and student learning tool in 3rd-5th grade classrooms. Teachers will receive on-going professional development to implement Achieve3000 successfully.

#### **Facilitator**

Achieve3000 consultants, Meaghan Gullledge- Independent Consultant, Matt Bergen

#### **Participants**

3rd-5th grade teachers

#### **Schedule**

Daily, from 10/1/2016 to 6/1/2017

### PD Opportunity 3

Research-based reading intervention classes will be implemented.

#### Facilitator

Lee Hemenway, SRA Independent Consultant, Ashley McCool, Matt Bergen

#### Participants

K-5 teachers selected to teach intervention classes

#### Schedule

On 6/1/2017

**G2.B3.S2** The Learning Focused Framework will be utilized in planning for mathematics with an emphasis on strong learning goals and scales that show a clear progression of learning. Activities and assessments will replicate the level of rigor of school and state summative assessments.

### PD Opportunity 1

A framework for planning Math will be shared with teachers and used to monitor planning during coach-led PLCs weekly.

#### Facilitator

Stephanie Reed, Ashley McCool

#### Participants

Teachers

#### Schedule

Weekly, from 10/1/2016 to 6/1/2017

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	generate and distribute staff questionnaire	\$0.00
2	G1.B1.S1.A2	review staff questionnaires and finalize three vision statements for staff vote	\$0.00
3	G1.B1.S1.A3	send vision statements for vote and select final vision statement	\$0.00
4	G1.B1.S1.A4	Vision statement will be shared with BPES staff, students and families daily on announcements and on all written publications. Teachers will teach the vision to students and share importance of language selected for the Vision Statement.	\$0.00
5	G1.B1.S1.A5	Staff will work together to develop a strong school Mission Statement.	\$0.00
6	G2.B1.S1.A1	Student reading goals will be set by each teacher to include AR points, Achieve3000 goals, and Book Club activities. Students who reach their goals will be rewarded school-wide.	\$0.00
7	G2.B1.S1.A2	A school dance celebration will be held for every student who meets his/her goal in December, 2016.	\$0.00
8	G2.B1.S1.A3	Achievement Class will be offered before school for students to have more time in computer lab to meet their Reading Challenge goals.	\$0.00
9	G2.B3.S1.A1	A framework for planning ELA will be shared with teachers and used to monitor planning during coach-led PLCs weekly.	\$0.00
10	G2.B3.S1.A2	Achieve3000 will be purchased and utilized as an instructional tool and student learning tool in 3rd-5th grade classrooms. Teachers will receive on-going professional development to implement Achieve3000 successfully.	\$0.00
11	G2.B3.S1.A3	Research-based reading intervention classes will be implemented.	\$0.00
12	G2.B3.S2.A1	A framework for planning Math will be shared with teachers and used to monitor planning during coach-led PLCs weekly.	\$0.00
13	G2.B3.S2.A2	Reflex math will be purchased and utilized to support teachers by providing students with additional tools to improve their mathematical fluency.	\$0.00
14	G2.B4.S1.A1	A science lead teacher will be selected to lead PLCs specific to science instruction.	\$0.00
15	G2.B4.S1.A2	Performance Matters will be given to determine students' progress toward grade level standards in science.	\$0.00
16	G3.B1.S1.A1	We will make efforts to secure staff who can communicate clearly with our families who speak English and Spanish.	\$0.00
17	G3.B1.S1.A2	We will implement more ongoing communication efforts to include call outs, updated website, newsletters and local newspaper publications.	\$0.00
18	G3.B1.S2.A1	PTO/SAC meetings will be help at multiple dates/times.	\$0.00
19	G3.B1.S2.A2	Formal invites and callouts will be utilized to include all families in meetings.	\$0.00
20	G3.B1.S2.A3	Fall Festival & Community Garden Event	\$0.00
21	G3.B1.S2.A4	Business Partner Initiative- We will seek to secure business partners for BPES.	\$0.00

	<b>Total: \$0.00</b>
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