

Putnam County School District

Browning Pearce Elementary School



2017-18 School Improvement Plan

Browning Pearce Elementary School

100 BEAR BLVD, San Mateo, FL 32187

bpes.putnamschools.org

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	0%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	9
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	41
Appendix 2: Professional Development and Technical Assistance Outlines	44
Professional Development Opportunities	44
Technical Assistance Items	46
Appendix 3: Budget to Support Goals	46

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Browning Pearce Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Dustin Sims	Targeted Support & Improvement - 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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. The Multi-Tiered Support System (MTSS) School Based Team (SBT) meets weekly to discuss students in need of support and which interventions will be most helpful. Classroom teachers are responsible for providing interventions for students and tracking their progress.

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	17	23	25	28	22	25	0	0	0	0	0	0	0	140
One or more suspensions	0	7	4	3	4	7	0	0	0	0	0	0	0	25
Course failure in ELA or Math	0	0	0	0	0	10	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	11	36	48	0	0	0	0	0	0	0	95

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	1	0	4	8	16	0	0	0	0	0	0	0	29

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 Leadership 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 designated homeless based on federal guidelines. Project Praise offers teacher tutors, transportation, school supplies, foods, and other necessary services to help struggling students be successful in the classroom. The guidance counselor may place parents with outside resources to help with medical, shelter, and academic services.

Teachers have a specific time 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.

There is a dedicated time daily for students to attend a reading intervention group outside of the 90 minute reading block. Students in 3rd grade have reading intervention the first hour of the day. Students in 2nd grade attend reading intervention in the LLI (Leveled Literacy Intervention) Lab or in their classroom (SRA Corrective Reading) 45 minutes per day.

The Multi-Tiered Support System (MTSS) SBT consists of an administrator and/or MTSS Coordinator, School Psychologist, Instructional Coach, Guidance Counselor, and the student's teacher. The SBT reviews behavior and academic data of the student to develop 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.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

We would like to move beyond parent contact and nurture true parental involvement. While we are reaching greater than 95% parent contact, our goal is to have 30% of our parents actively involved in their child's education. We will accomplish this through a variety of family oriented activities designed to create comfort with the school and school setting as well as academically oriented activities. We offer activities at various times and provide no cost babysitting to try and alleviate barriers from attendance.

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

Our MTSS Coordinator, Gena Parkison will also serve as our family/community liaison. She will reach out to our families and community build our family support and business partnerships. We currently have a very strong partnership with Vulcan Industries, who support us annually. We would like to extend partnerships with local businesses and organizations in our community.

We have a strong PTO/SAC team at BPES. They organize and support fundraisers annually to support student achievement. Feed the Need along with local churches and businesses provide food donations on a weekly basis to support our weekly Snack Bag program to provide families in need with food over the weekend. Our PTO coordinates and annual holiday store for our students and families each year which serves as the largest fundraiser. Last year, these funds help to purchase a sun shade for our PE/ playground area. PTO will also provide support to students and classes with field trips throughout the year to give our students educational experiences beyond the classroom.

C. Effective Leadership

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
Ford, Jane	Assistant Principal
Ramirez, Donna	Guidance Counselor
Bacon, Kan Dee	Instructional Media
Parkison, Gena	Other
Stallings, Jessica	Instructional Coach
Viera, Jamie	Instructional Coach
Kite, Alyse	Administrative Support
Metzger, Cheryl	Attendance/Social Work

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 Leadership Team consists of: Principal- Ashley McCool, Assistant Principal- Jane Ford, Guidance Counselor- Donna Ramirez, Media Specialist- KanDee Bacon, MTSS Coordinator/ Parent Liaison- Gena Parkison, Instructional Coach K-2- Jamie Viera, Instructional Coach 3-5- Jessica Stallings, Executive Secretary- Alyse Kite, and Attendance/Data Clerk- Cheryl Metzger.

The responsibility of the Principal is to lead all School Based Leadership Team meetings, meet with instructional staff 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 Instructional 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 MTSS Coordinator 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 Guidance Counselor is to attend to the social and emotional needs of all students and how those needs impact learning. Administrative support (Executive Secretary and Data Clerk) will support the leadership team with budgetary needs and attendance tracking/record keeping.

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 School-Based Leadership Team 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, a standard protocol process for research-based academic interventions and a diagnostic-prescriptive process for research based behavioral interventions will be utilized. 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
Nikki Cummings	Parent
Dugan Whiteside	Parent
Nancy Bohannon	Parent
Ramonita Ruiz	Parent
Gena Parkison	Education Support Employee
Jessica Stallings	Education Support Employee
Jamie Viera	Education Support Employee
KanDee Bacon	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

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 2016-17 school year. Areas of improvement were identified and goals were set for the 2017-18 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 this SIP, including parent involvement and professional development. UniSIG funds will also support all SIP goals.

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

There were no school improvement funds available last year to support the SIP goals.

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
McCool, Ashley	Principal
Stallings, Jessica	Instructional Coach
Viera, Jamie	Instructional Coach
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. Systematic daily reading intervention classes are offered to all students in need at each grade level using Leveled Literacy Intervention and SRA Corrective Reading. As a school, we are tracking student progress and recognizing daily and weekly student achievements in the following computer based programs: Smarty Ants, Achieve3000, and iReady. We are also using iReady instructional usage data, to track and reward student effort and usage of the program to build reading comprehension. Classes are recognized each nine weeks based on proficiency rates on lessons and the LLT will check in with classes to discuss progress. Our Media Specialist helps 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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. Additionally, teachers are offered time beyond the regular work day to engage in collaborative learning through various professional development opportunities. These PD sessions may be led by administrators, professional consultants, instructional coaches, or teachers.

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 instructional coaches. These teachers receive the support of the coach through regular planning sessions, co-teaching opportunities, and lesson modeling.

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

To meet the individual needs of all students, teachers are required to engage in weekly Professional Learning Communities. These PLCs may be coach-led or teacher-led. During these weekly sessions teachers examine formative and progress monitoring data. Teachers then use this data to create differentiated, small group instructional plans for all levels of proficiency (below level, on level, and advanced level) in English Language Arts as well as Mathematics. In addition to classroom based intervention, reading intervention classes were developed at each grade level utilizing research-based curriculum programs. Students are given a specific placement test for these programs and are taught daily at their instructional level.

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: After School Program

Minutes added to school year: 1,600

After school academic tutoring opportunities are offered to students based on individual needs. After school enrichment opportunities include Girls on the Run, Spanish Club, and Bear Patrol Club. Teacher collaboration and PD opportunities are offered to teachers multiple times per month.

Strategy Rationale

Additional time is needed for students and teachers to fully develop skills needed for improved teacher performance and student achievement.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

McCool, Ashley, amccool@my.putnamschools.org

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

Teacher/Student/Family survey data (Title 1 and 5Es)
Student Achievement Data
iObservation Data

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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 be better prepared 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, 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 the summer orientation camp for CL Overturf 6th Grade Center- Camp Rise. Numerous students attend the camp each summer.

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

NA

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

NA

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

NA

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

NA

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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 BPES school vision statement will continue to be the foundation of our work to strive for maximum growth in academics and social skills for every student. We will utilize MTSS (Multi Tier System of Supports) and PBS (Positive Behavior Supports) to improve academics, behavior, and attendance for all students.

- G2.** To improve the quality of classroom instruction and student achievement, BPES teachers will utilize a common curriculum framework for lesson planning and delivery to include research based instructional strategies in Reading/ELA, Mathematics, and Science. Daily small group intervention lessons based on student diagnostic data will be implemented to 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 BPES school vision statement will continue to be the foundation of our work to strive for maximum growth in academics and social skills for every student. We will utilize MTSS (Multi Tier System of Supports) and PBS (Positive Behavior Supports) to improve academics, behavior, and attendance for all students. **1a**

G097990

Targets Supported **1b**

Indicator	Annual Target
5Es Score: Effective Leadership	50.0
5Es Score: Collaborative Teachers	40.0
5Es Score: Supportive Environment	70.0
Attendance rate	90.0
Chronic Absenteeism	10.0
Discipline incidents	150.0

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.
- Student chronic absenteeism is a barrier to achievement.

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

- school administrators
- instructional coaches in K-2 and 3-5
- leadership for support staff
- commitment to improved MTSS process led by our guidance counselor and coaches

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

We will review achievement, behavior and attendance data at our mid-year review of the School Improvement Plan to determine the progress toward our goal of improving academics, behavior and attendance for all students.

Person Responsible

Ashley McCool

Schedule

Semiannually, from 1/1/2018 to 6/1/2018

Evidence of Completion

attendance, behavior, and achievement data

G2. To improve the quality of classroom instruction and student achievement, BPES teachers will utilize a common curriculum framework for lesson planning and delivery to include research based instructional strategies in Reading/ELA, Mathematics, and Science. Daily small group intervention lessons based on student diagnostic data will be implemented to yield gains in learning as defined by school and state expectations. **1a**

 G097991

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	50.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	40.0
FSA Mathematics Achievement	50.0
Math Gains	50.0
Math Lowest 25% Gains	40.0
Statewide Science Assessment Achievement	45.0
5Es Score: Ambitious Instruction	80.0

Targeted Barriers to Achieving the Goal **3**

- We have limited funding to purchase supplemental resources for academic intervention and acceleration.
- There is a need for professional development that focuses on leadership and instructional practices required to achieve high academic standards.
- Many students come to school without the necessary background knowledge and experiences to fully access the curriculum.

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

Plan to Monitor Progress Toward G2. **8**

We will review achievement, behavior and attendance data at our mid-year review of the School Improvement Plan to determine the progress toward our goal of improving instruction and academic achievement for all students. End of year data will be reviewed during the summer of 2018.

Person Responsible

Ashley McCool

Schedule

Semiannually, from 1/1/2018 to 6/1/2018

Evidence of Completion

achievement data, lesson plans, and teacher observation data, 5Essentials

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**

G097992

Targets Supported **1b**

Indicator	Annual Target
5Es Score: Involved Families	45.0

Targeted Barriers to Achieving the Goal **3**

- There are limited community partnerships to support us with our school goals.

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

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

Plan to Monitor Progress Toward G3. **8**

We will review the progress toward our goal at monthly leadership team meetings and PTO meetings throughout the year. This ongoing effort to create positive relations within our community will help us achieve our goals.

Person Responsible

Gena Parkison

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

meeting agendas and partnership documents

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 BPES school vision statement will continue to be the foundation of our work to strive for maximum growth in academics and social skills for every student. We will utilize MTSS (Multi Tier System of Supports) and PBS (Positive Behavior Supports) to improve academics, behavior, and attendance for all students. 1

G097990

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

B263472

G1.B1.S1 The leadership team, along with grade level lead teachers, will work together to develop a school mission statement that reflects the work of our faculty, staff, students and families. 4

S279027

Strategy Rationale

All faculty, staff, students and families should contribute to the creation of a school mission statement.

Action Step 1 5

Generate and distribute staff and family questionnaire.

Person Responsible

Ashley McCool

Schedule

On 10/2/2017

Evidence of Completion

completed staff questionnaires

Action Step 2 5

Review staff questionnaires and finalize common themes.

Person Responsible

Ashley McCool

Schedule

On 11/1/2017

Evidence of Completion

document of common themes

Action Step 3 5

Share document of common themes with leadership team and grade level team leaders to develop statements.

Person Responsible

Ashley McCool

Schedule

On 11/15/2017

Evidence of Completion

final mission statement document

Action Step 4 5

Mission statement will be shared with BPES staff, students and families. It will be shared often at events and posted throughout the school.

Person Responsible

Ashley McCool

Schedule

Daily, from 12/1/2017 to 6/1/2018

Evidence of Completion

school documents and publications

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

We will monitor progress of action plan at weekly leadership team meetings.

Person Responsible

Ashley McCool

Schedule

Weekly, from 10/1/2016 to 6/1/2018

Evidence of Completion

agendas and meeting notes

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

Weekly at Lead Team meetings and PLCs, we will discuss how we are demonstrating our school mission in our work to be sure we are setting the highest expectations for our students in academics, behavior and attendance.

Person Responsible

Ashley McCool

Schedule

Weekly, from 11/1/2017 to 6/1/2018

Evidence of Completion

meeting agendas and notes

G1.B2 Student chronic absenteeism is a barrier to achievement. 2

B263473

G1.B2.S1 We will create a school-wide attendance incentive plan for all students. Rewards will be given to students, classes and grade levels throughout the year. 4

S279028

Strategy Rationale

Having a clear plan and celebrating those students, classes and grade levels who meet their goals will improve attendance.

Action Step 1 5

Weekly class attendance awards (trophy and banner) will be given to the class in each grade level K-5 who has the best attendance rate.

Person Responsible

Gena Parkison

Schedule

Weekly, from 9/18/2017 to 6/1/2018

Evidence of Completion

weekly attendance data and class award winners

Action Step 2 5

Each day a class has perfect attendance, they will earn a letter to spell out #AttendandAchieve. They will receive a reward of their choice one they have earned all letters.

Person Responsible

Donna Ramirez

Schedule

Daily, from 9/18/2017 to 6/1/2018

Evidence of Completion

daily attendance data and class award winners

Action Step 3 5

Each week students who are at school each day and on time will earn a ticket. The tickets will be turned in to the Media Center. At the end of each nine weeks grading period, a drawing will be held and a boy and girl will each earn a brand new bicycle.

Person Responsible

Kan Dee Bacon

Schedule

Weekly, from 9/18/2017 to 6/1/2018

Evidence of Completion

daily attendance data and student award winners

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

We will provide updates at weekly leadership meetings to ensure that the steps of the action plan are being implemented as planned.

Person Responsible

Ashley McCool

Schedule

Weekly, from 9/18/2017 to 6/1/2018

Evidence of Completion

meeting agenda and meeting notes

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

We will review attendance data at our monthly leadership team meetings to determine the impact of our action plan on attendance rates. This will determine the impact of the barrier of chronic absenteeism.

Person Responsible

Ashley McCool

Schedule

Monthly, from 10/2/2017 to 6/1/2018

Evidence of Completion

meeting agenda, meeting notes, attendance data

G2. To improve the quality of classroom instruction and student achievement, BPES teachers will utilize a common curriculum framework for lesson planning and delivery to include research based instructional strategies in Reading/ELA, Mathematics, and Science. Daily small group intervention lessons based on student diagnostic data will be implemented to yield gains in learning as defined by school and state expectations. 1

G097991

G2.B1 We have limited funding to purchase supplemental resources for academic intervention and acceleration. 2

B263474

G2.B1.S1 Utilize new supplemental instructional programs that are research-based, vertically aligned from one grade to the next, and aligned with state academic standards. 4

S279029

Strategy Rationale

Supplemental intervention materials are needed to implement best practices for students who are not achieving and maintaining grade level standards.

Action Step 1 5

Purchase and implement supplemental instructional programs at Browning-Pearce Elementary that are research-based, vertically aligned from one grade to the next, and aligned with state academic standards. Computer hardware will also be purchased to increase student use of these programs.

Person Responsible

Ashley McCool

Schedule

On 8/31/2018

Evidence of Completion

Purchase orders and inventory documents

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

Materials will be purchase to support instruction in reading, mathematics and science.

Person Responsible

Ashley McCool

Schedule

On 10/1/2017

Evidence of Completion

Purchase order and delivery documents

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

We will monitor the programs and their implementation at our mid-year School Improvement Plan review.

Person Responsible

Ashley McCool

Schedule

Semiannually, from 1/1/2018 to 6/1/2018

Evidence of Completion

meeting agenda, notes, and mid-year SIP review presentation

G2.B2 There is a need for professional development that focuses on leadership and instructional practices required to achieve high academic standards. 2

B263475

G2.B2.S1 Teachers will utilize a clear lesson framework when planning for ELA, Mathematics, and Science, 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

S279030

Strategy Rationale

A clear lesson framework with aligned student activities will improve teacher performance and student achievement.

Action Step 1 5

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

Person Responsible

Ashley McCool

Schedule

Weekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Agendas for PLCs and teacher lesson plans

Action Step 2 5

Research-based reading intervention classes will be implemented in all grade levels K-5.

Person Responsible

Ashley McCool

Schedule

Daily, from 9/1/2017 to 6/1/2018

Evidence of Completion

Student screening data, intervention class schedule, student data

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

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

Person Responsible

Ashley McCool

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Meeting agenda and notes

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Teacher surveys and classroom observations will be used to determine the effectiveness of the professional development.

Person Responsible

Ashley McCool

Schedule

Weekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

survey results and teacher observation data

G2.B2.S2 We will provide increased time beyond the contract day for instructional staff to collaborate and plan. 4

S279031

Strategy Rationale

Increased time for teachers to learn and collaborate will improve teacher performance and student achievement.

Action Step 1 5

Provide increased time beyond the contract day at Browning-Pearce Elementary for instructional staff to collaborate and plan.

Person Responsible

Ashley McCool

Schedule

Weekly, from 10/1/2017 to 8/31/2018

Evidence of Completion

time sheets, meeting agendas, lesson plans, and student intervention plans

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Collect and review agendas and timesheets from increased time beyond the contract day.

Person Responsible

Ashley McCool

Schedule

Monthly, from 10/1/2017 to 6/1/2018

Evidence of Completion

Meeting agendas and planning documents

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Monthly grade level meetings will be held to review the grade level professional development and collaborative planning sessions to determine the impact on instructional practices.

Person Responsible

Ashley McCool

Schedule

Monthly, from 10/1/2017 to 6/1/2018

Evidence of Completion

meeting agendas and lesson plans

G2.B2.S3 We will provide opportunities for instructional staff to engage in professional learning that builds expertise in instructional content and delivery, Professional Learning Communities, and instructional coaching. 4

S279032

Strategy Rationale

Opportunities for teachers to learn and grow will improve teacher performance and student achievement.

Action Step 1 5

Provide out of district opportunities for instructional staff at Browning-Pearce Elementary to engage in professional learning that builds expertise in instructional content and delivery, Professional Learning Communities, and instructional coaching.

Person Responsible

Ashley McCool

Schedule

On 8/31/2018

Evidence of Completion

PD attendance documents, implementation documentation

Action Step 2 5

Partner with The University of Florida Lastinger Center to provide additional learning and support for the instructional coaches at Browning-Pearce Elementary.

Person Responsible

Ashley McCool

Schedule

Every 2 Months, from 10/1/2017 to 8/31/2018

Evidence of Completion

Contract outlining services

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Coordinate professional development opportunities for instructional staff

Person Responsible

Ashley McCool

Schedule

Quarterly, from 10/1/2017 to 7/31/2018

Evidence of Completion

attendance and implementation documents

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

Monthly grade level meetings will be held to review the grade level professional development opportunities that have occurred and their impact on instruction.

Person Responsible

Ashley McCool

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

agenda notes, lesson plans, and iobservation data

G2.B2.S4 We will provide a summer professional development opportunity for instructional staff to engage in professional learning and planning. 4

S279033

Strategy Rationale

Time during the summer for professional development with allow our teachers time to reflect, learn and prepare for the school year.

Action Step 1 5

Develop and facilitate three days of Early Return for teachers at Browning-Pearce Elementary prior to the contractual start of the 2018-19 school year.

Person Responsible

Ashley McCool

Schedule

On 8/31/2018

Evidence of Completion

presentation documents, attendance records, implementation documentation in lesson plans

Plan to Monitor Fidelity of Implementation of G2.B2.S4 6

Planning sessions to develop presentation and training activities

Person Responsible

Ashley McCool

Schedule

Biweekly, from 4/2/2018 to 7/20/2018

Evidence of Completion

presentation documents developed at planning sessions

Plan to Monitor Effectiveness of Implementation of G2.B2.S4 7

Grade level meetings will be held to review the grade level professional development opportunities that have occurred and their impact on instruction.

Person Responsible

Ashley McCool

Schedule

Weekly, from 8/1/2018 to 8/31/2018

Evidence of Completion

meeting agendas, lesson plans, and iobservation data

G2.B3 Many students come to school without the necessary background knowledge and experiences to fully access the curriculum. 2

 B263476

G2.B3.S1 After-school intervention and enrichment activities will be provided for students to give them the skills and experiences needed to be successful. 4

 S279034

Strategy Rationale

Additional intervention and enrichment activities will improve student achievement.

Action Step 1 5

Provide after school tutoring services by certified teachers for students at Browning-Pearce Elementary.

Person Responsible

Ashley McCool

Schedule

Weekly, from 10/1/2017 to 4/30/2018

Evidence of Completion

Student sign in rosters, teacher timesheets

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

Collect and review the timesheets and student attendance from after school tutoring.

Person Responsible

Ashley McCool

Schedule

Weekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Timesheets, intervention lesson plans, and observation notes

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

Monthly activity and lesson plans will be submitted for review prior to implementation. Observations will be conducted to determine the effectiveness of the activities and intervention on students' improved background knowledge.

Person Responsible

Ashley McCool

Schedule

Weekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

activity calendar, intervention lesson plans, and observation notes

G2.B3.S2 Students will be provided educational experiences in the community and surrounding areas to provide them greater background knowledge to access the curriculum. 4

S279035

Strategy Rationale

Providing students engaging and meaningful academic experiences outside of the school will give them a stronger foundation of experiences from which to apply new knowledge.

Action Step 1 5

Fund opportunities for K-5th grade students at Browning-Pearce Elementary to attend academic field trips to engage them in authentic learning experiences related to their grade level standards.

Person Responsible

Ashley McCool

Schedule

Quarterly, from 10/1/2017 to 6/1/2018

Evidence of Completion

Attendance records, follow-up activities related to the standards

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Follow up activities from the academic field trips will be observed by administrators and documented in teacher lesson plans.

Person Responsible

Ashley McCool

Schedule

Monthly, from 10/1/2017 to 6/1/2018

Evidence of Completion

lesson plans, survey data, and student achievement data

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Follow up activities from the academic field trips will be observed to determine the impact that experience had on students' background knowledge and future achievement.

Person Responsible

Ashley McCool

Schedule

Monthly, from 10/1/2017 to 6/1/2018

Evidence of Completion

lesson plans, survey data, and student achievement data

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

G097992

G3.B1 There are limited community partnerships to support us with our school goals. 2

B263477

G3.B1.S1 We will reach out to local businesses and organizations to create business partnerships to improve public relations, increase fundraising efforts, and involve more community members in the work of our school. 4

S279036

Strategy Rationale

School with strong community support with be more successful.

Action Step 1 5

We will work to secure at least 5 community/business partnerships during the 2017-18 school year.

Person Responsible

Gena Parkison

Schedule

Annually, from 9/1/2017 to 6/30/2018

Evidence of Completion

community business partnership agreements

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

Community/business partnership goals will be discussed weekly at leadership team meetings.

Person Responsible

Ashley McCool

Schedule

Weekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

meeting agenda and notes

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

The development of partnership agreements will help to eliminate our barrier of limited community support.

Person Responsible

Ashley McCool

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

partnership agreement documents

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B1.S1.MA1 M406475	Materials will be purchase to support instruction in reading, mathematics and science.	McCool, Ashley	10/1/2017	Purchase order and delivery documents	10/1/2017 one-time
G1.B1.S1.A1 A375953	Generate and distribute staff and family questionnaire.	McCool, Ashley	10/2/2017	completed staff questionnaires	10/2/2017 one-time
G1.B1.S1.A2 A375954	Review staff questionnaires and finalize common themes.	McCool, Ashley	11/1/2017	document of common themes	11/1/2017 one-time
G1.B1.S1.A3 A375955	Share document of common themes with leadership team and grade level team leaders to develop...	McCool, Ashley	11/15/2017	final mission statement document	11/15/2017 one-time
G2.B3.S1.A1 A375967	Provide after school tutoring services by certified teachers for students at Browning-Pearce...	McCool, Ashley	10/1/2017	Student sign in rosters, teacher timesheets	4/30/2018 weekly
G2.B2.S1.MA1 M406477	Progress toward action steps will be reviewed weekly at Lead Team Meetings	McCool, Ashley	8/10/2017	Meeting agenda and notes	5/25/2018 weekly
G1.MA1 M406473	We will review achievement, behavior and attendance data at our mid-year review of the School...	McCool, Ashley	1/1/2018	attendance, behavior, and achievement data	6/1/2018 semiannually
G2.MA1 M406488	We will review achievement, behavior and attendance data at our mid-year review of the School...	McCool, Ashley	1/1/2018	achievement data, lesson plans, and teacher observation data, 5Essentials	6/1/2018 semiannually
G3.MA1 M406491	We will review the progress toward our goal at monthly leadership team meetings and PTO meetings...	Parkison, Gena	9/1/2017	meeting agendas and partnership documents	6/1/2018 monthly
G1.B1.S1.MA1 M406469	Weekly at Lead Team meetings and PLCs, we will discuss how we are demonstrating our school mission...	McCool, Ashley	11/1/2017	meeting agendas and notes	6/1/2018 weekly
G1.B1.S1.MA1 M406470	We will monitor progress of action plan at weekly leadership team meetings.	McCool, Ashley	10/1/2016	agendas and meeting notes	6/1/2018 weekly
G1.B1.S1.A4 A375956	Mission statement will be shared with BPES staff, students and families. It will be shared often at...	McCool, Ashley	12/1/2017	school documents and publications	6/1/2018 daily
G1.B2.S1.MA1 M406471	We will review attendance data at our monthly leadership team meetings to determine the impact of...	McCool, Ashley	10/2/2017	meeting agenda, meeting notes, attendance data	6/1/2018 monthly
G1.B2.S1.MA1 M406472	We will provide updates at weekly leadership meetings to ensure that the steps of the action plan...	McCool, Ashley	9/18/2017	meeting agenda and meeting notes	6/1/2018 weekly
G1.B2.S1.A1 A375957	Weekly class attendance awards (trophy and banner) will be given to the class in each grade level...	Parkison, Gena	9/18/2017	weekly attendance data and class award winners	6/1/2018 weekly
G1.B2.S1.A2 A375958	Each day a class has perfect attendance, they will earn a letter to spell out #AttendandAchieve....	Ramirez, Donna	9/18/2017	daily attendance data and class award winners	6/1/2018 daily
G1.B2.S1.A3 A375959	Each week students who are at school each day and on time will earn a ticket. The tickets will be...	Bacon, Kan Dee	9/18/2017	daily attendance data and student award winners	6/1/2018 weekly
G2.B1.S1.MA1 M406474	We will monitor the programs and their implementation at our mid-year School Improvement Plan...	McCool, Ashley	1/1/2018	meeting agenda, notes, and mid-year SIP review presentation	6/1/2018 semiannually
G2.B2.S1.MA1 M406476	Teacher surveys and classroom observations will be used to determine the effectiveness of the...	McCool, Ashley	9/1/2017	survey results and teacher observation data	6/1/2018 weekly

Putnam - 0211 - Browning Pearce Elem. School - 2017-18 SIP

Browning Pearce Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.A1 A375961	A framework for planning ELA and Math will be shared with teachers and used to monitor planning...	McCool, Ashley	9/1/2017	Agendas for PLCs and teacher lesson plans	6/1/2018 weekly
G2.B2.S1.A2 A375962	Research-based reading intervention classes will be implemented in all grade levels K-5.	McCool, Ashley	9/1/2017	Student screening data, intervention class schedule, student data	6/1/2018 daily
G2.B3.S1.MA1 M406484	Monthly activity and lesson plans will be submitted for review prior to implementation....	McCool, Ashley	9/1/2017	activity calendar, intervention lesson plans, and observation notes	6/1/2018 weekly
G2.B3.S1.MA1 M406485	Collect and review the timesheets and student attendance from after school tutoring.	McCool, Ashley	9/1/2017	Timesheets, intervention lesson plans, and observation notes	6/1/2018 weekly
G3.B1.S1.MA1 M406489	The development of partnership agreements will help to eliminate our barrier of limited community...	McCool, Ashley	9/1/2017	partnership agreement documents	6/1/2018 monthly
G3.B1.S1.MA1 M406490	Community/business partnership goals will be discussed weekly at leadership team meetings.	McCool, Ashley	9/1/2017	meeting agenda and notes	6/1/2018 weekly
G2.B2.S2.MA1 M406478	Monthly grade level meetings will be held to review the grade level professional development and...	McCool, Ashley	10/1/2017	meeting agendas and lesson plans	6/1/2018 monthly
G2.B2.S2.MA1 M406479	Collect and review agendas and timesheets from increased time beyond the contract day.	McCool, Ashley	10/1/2017	Meeting agendas and planning documents	6/1/2018 monthly
G2.B3.S2.MA1 M406486	Follow up activities from the academic field trips will be observed to determine the impact that...	McCool, Ashley	10/1/2017	lesson plans, survey data, and student achievement data	6/1/2018 monthly
G2.B3.S2.MA1 M406487	Follow up activities from the academic field trips will be observed by administrators and...	McCool, Ashley	10/1/2017	lesson plans, survey data, and student achievement data	6/1/2018 monthly
G2.B3.S2.A1 A375968	Fund opportunities for K-5th grade students at Browning-Pearce Elementary to attend academic field...	McCool, Ashley	10/1/2017	Attendance records, follow-up activities related to the standards	6/1/2018 quarterly
G2.B2.S3.MA1 M406480	Monthly grade level meetings will be held to review the grade level professional development...	McCool, Ashley	9/1/2017	agenda notes, lesson plans, and iobservation data	6/1/2018 monthly
G3.B1.S1.A1 A375969	We will work to secure at least 5 community/business partnerships during the 2017-18 school year.	Parkison, Gena	9/1/2017	community business partnership agreements	6/30/2018 annually
G2.B2.S4.MA1 M406483	Planning sessions to develop presentation and training activities	McCool, Ashley	4/2/2018	presentation documents developed at planning sessions	7/20/2018 biweekly
G2.B2.S3.MA1 M406481	Coordinate professional development opportunities for instructional staff	McCool, Ashley	10/1/2017	attendance and implementation documents	7/31/2018 quarterly
G2.B1.S1.A1 A375960	Purchase and implement supplemental instructional programs at Browning-Pearce Elementary that are...	McCool, Ashley	10/1/2017	Purchase orders and inventory documents	8/31/2018 one-time
G2.B2.S2.A1 A375963	Provide increased time beyond the contract day at Browning-Pearce Elementary for instructional...	McCool, Ashley	10/1/2017	time sheets, meeting agendas, lesson plans, and student intervention plans	8/31/2018 weekly
G2.B2.S3.A1 A375964	Provide out of district opportunities for instructional staff at Browning-Pearce Elementary to...	McCool, Ashley	10/1/2017	PD attendance documents, implementation documentation	8/31/2018 one-time
G2.B2.S3.A2 A375965	Partner with The University of Florida Lastinger Center to provide additional learning and support...	McCool, Ashley	10/1/2017	Contract outlining services	8/31/2018 every-2-months
G2.B2.S4.MA1 M406482	Grade level meetings will be held to review the grade level professional development opportunities...	McCool, Ashley	8/1/2018	meeting agendas, lesson plans, and iobservation data	8/31/2018 weekly

Putnam - 0211 - Browning Pearce Elem. School - 2017-18 SIP
Browning Pearce Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S4.A1  A375966	Develop and facilitate three days of Early Return for teachers at Browning-Pearce Elementary prior...	McCool, Ashley	7/1/2018	presentation documents, attendance records, implementation documentation in lesson plans	8/31/2018 one-time

V. Professional Development Opportunities

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

G2. To improve the quality of classroom instruction and student achievement, BPES teachers will utilize a common curriculum framework for lesson planning and delivery to include research based instructional strategies in Reading/ELA, Mathematics, and Science. Daily small group intervention lessons based on student diagnostic data will be implemented to yield gains in learning as defined by school and state expectations.

G2.B2 There is a need for professional development that focuses on leadership and instructional practices required to achieve high academic standards.

G2.B2.S1 Teachers will utilize a clear lesson framework when planning for ELA, Mathematics, and Science, 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 and Math will be shared with teachers and used to monitor planning during coach-led PLCs weekly.

Facilitator

Instructional Coaches- Jamie Viera & Jessica Stallings

Participants

Teachers

Schedule

Weekly, from 9/1/2017 to 6/1/2018

G2.B2.S3 We will provide opportunities for instructional staff to engage in professional learning that builds expertise in instructional content and delivery, Professional Learning Communities, and instructional coaching.

PD Opportunity 1

Partner with The University of Florida Lastinger Center to provide additional learning and support for the instructional coaches at Browning-Pearce Elementary.

Facilitator

University of Florida Lastinger Center

Participants

Instructional Coaches

Schedule

Every 2 Months, from 10/1/2017 to 8/31/2018

G2.B2.S4 We will provide a summer professional development opportunity for instructional staff to engage in professional learning and planning.

PD Opportunity 1

Develop and facilitate three days of Early Return for teachers at Browning-Pearce Elementary prior to the contractual start of the 2018-19 school year.

Facilitator

Administrators and Instructional Coaches

Participants

Teachers

Schedule

On 8/31/2018

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 and family questionnaire.				\$0.00
2	G1.B1.S1.A2	Review staff questionnaires and finalize common themes.				\$0.00
3	G1.B1.S1.A3	Share document of common themes with leadership team and grade level team leaders to develop statements.				\$0.00
4	G1.B1.S1.A4	Mission statement will be shared with BPES staff, students and families. It will be shared often at events and posted throughout the school.				\$0.00
5	G1.B2.S1.A1	Weekly class attendance awards (trophy and banner) will be given to the class in each grade level K-5 who has the best attendance rate.				\$0.00
6	G1.B2.S1.A2	Each day a class has perfect attendance, they will earn a letter to spell out #AttendandAchieve. They will receive a reward of their choice one they have earned all letters.				\$0.00
7	G1.B2.S1.A3	Each week students who are at school each day and on time will earn a ticket. The tickets will be turned in to the Media Center. At the end of each nine weeks grading period, a drawing will be held and a boy and girl will each earn a brand new bicycle.				\$0.00
8	G2.B1.S1.A1	Purchase and implement supplemental instructional programs at Browning-Pearce Elementary that are research-based, vertically aligned from one grade to the next, and aligned with state academic standards. Computer hardware will also be purchased to increase student use of these programs.				\$67,361.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	590-Other Materials and Supplies	0211 - Browning Pearce Elem. School	UniSIG		\$40,000.00
			<i>Notes: Expenditures for other supplies and materials at Browning-Pearce Elementary to support reading intervention including Leveled Literacy Intervention kits, SRA Corrective Reading materials, and SRA Language for Learning kits.</i>			
	5100	360-Rentals	0211 - Browning Pearce Elem. School	UniSIG		\$13,000.00
			<i>Notes: Expenditures for online learning software licenses at Browning-Pearce Elementary including site licenses for i-Ready Teacher Toolbox, Reflex Math, and Smarty Ants.</i>			
	5100	644-Computer Hardware Non-Capitalized	0211 - Browning Pearce Elem. School	UniSIG		\$11,361.00
			<i>Notes: Expenditures at Browning-Pearce Elementary for computer hardware including chromebooks to increase student use of online instructional programs.</i>			
	6400	310-Professional and Technical Services	0211 - Browning Pearce Elem. School	UniSIG		\$3,000.00
			<i>Notes: Expenditures for three days of professional and technical services at Browning-Pearce Elementary to support implementation of Leveled Literacy Intervention and SRA.</i>			
9	G2.B2.S1.A1	A framework for planning ELA and Math will be shared with teachers and used to monitor planning during coach-led PLCs weekly.				\$0.00

10	G2.B2.S1.A2	Research-based reading intervention classes will be implemented in all grade levels K-5.				\$0.00
11	G2.B2.S2.A1	Provide increased time beyond the contract day at Browning-Pearce Elementary for instructional staff to collaborate and plan.				\$50,595.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	120-Classroom Teachers	0211 - Browning Pearce Elem. School	UniSIG		\$47,000.00
			<i>Notes: Stipends for up to 45 instructional staff at Browning-Pearce Elementary to collaborate and plan beyond the contract day. Teachers will be paid \$25 per hour of participation.</i>			
	6300	220-Social Security	0211 - Browning Pearce Elem. School	UniSIG		\$3,595.00
			<i>Notes: Social Security/Medicare for instructional staff at Browning-Pearce Elementary to collaborate and plan beyond the contract day. Benefit rate is 7.65%.</i>			
12	G2.B2.S3.A1	Provide out of district opportunities for instructional staff at Browning-Pearce Elementary to engage in professional learning that builds expertise in instructional content and delivery, Professional Learning Communities, and instructional coaching.				\$2,978.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	330-Travel	0211 - Browning Pearce Elem. School	UniSIG		\$2,978.00
			<i>Notes: Out of county travel costs for transportation, meals, hotel rooms, and registration fees for teachers at Browning-Pearce Elementary to engage in professional learning at The University of Florida Lastinger Center and Methodology. All travel will be within the State of Florida.</i>			
13	G2.B2.S3.A2	Partner with The University of Florida Lastinger Center to provide additional learning and support for the instructional coaches at Browning-Pearce Elementary.				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0211 - Browning Pearce Elem. School	UniSIG		\$1,200.00
			<i>Notes: Expenditures for professional and technical services from The University of Florida Lastinger Center to provide additional learning and support for the instructional coaches at Browning-Pearce Elementary.</i>			
14	G2.B2.S4.A1	Develop and facilitate three days of Early Return for teachers at Browning-Pearce Elementary prior to the contractual start of the 2018-19 school year.				\$35,447.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0211 - Browning Pearce Elem. School	UniSIG		\$13,500.00
			<i>Notes: Stipends for up to 45 teachers at Browning-Pearce Elementary to attend three days of Early Return professional learning prior to the contractual start of the 2018-19 school year. Teachers will be paid \$100 per day of attendance.</i>			
	6400	220-Social Security	0211 - Browning Pearce Elem. School	UniSIG		\$1,033.00

Putnam - 0211 - Browning Pearce Elem. School - 2017-18 SIP
Browning Pearce Elementary School

			<i>Notes: Social Security/Medicare for teachers at Browning-Pearce Elementary to attend three days of Early Return professional learning prior to the contractual start of the 2018-19 school year. Benefit rate is 7.65%.</i>			
	7200	790-Miscellaneous Expenses	0211 - Browning Pearce Elem. School	UniSIG		\$20,914.00
			<i>Notes: Indirect cost rate is 7.28%.</i>			
15	G2.B3.S1.A1	Provide after school tutoring services by certified teachers for students at Browning-Pearce Elementary.				\$97,208.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	220-Social Security	0211 - Browning Pearce Elem. School	UniSIG		\$6,908.00
			<i>Notes: Social Security/Medicare for certified teachers to provide after school tutoring at Browning-Pearce Elementary. Benefit rate is 7.65%.</i>			
	5100	120-Classroom Teachers	0211 - Browning Pearce Elem. School	UniSIG		\$90,300.00
			<i>Notes: Stipends for up to 45 certified teachers to provide after school tutoring at Browning-Pearce Elementary. Teachers will be paid a rate of \$25 per hour.</i>			
16	G2.B3.S2.A1	Fund opportunities for K-5th grade students at Browning-Pearce Elementary to attend academic field trips to engage them in authentic learning experiences related to their grade level standards.				\$32,491.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	330-Travel	0211 - Browning Pearce Elem. School	UniSIG		\$6,000.00
			<i>Notes: Expenditures for field trip travel costs including registration or entrance fees for K-5th grade students at Browning-Pearce Elementary to access authentic learning experiences.</i>			
	7800	160-Other Support Personnel	0211 - Browning Pearce Elem. School	UniSIG		\$16,000.00
			<i>Notes: Salaries for bus drivers to provide students at Browning-Pearce Elementary with opportunities to attend academic field trips to engage them in authentic learning experiences that build background knowledge.</i>			
	7800	210-Retirement	0211 - Browning Pearce Elem. School	UniSIG		\$1,267.00
			<i>Notes: Retirement for bus drivers to provide students at Browning-Pearce Elementary with opportunities to attend academic field trips to engage them in authentic learning experiences that build background knowledge. Retirement rate is 7.92%.</i>			
	7800	220-Social Security	0211 - Browning Pearce Elem. School	UniSIG		\$1,224.00
			<i>Notes: Social Security/Medicare for bus drivers to provide students at Browning-Pearce Elementary with opportunities to attend academic field trips to engage them in authentic learning experiences that build background knowledge. Benefit rate is 7.65%.</i>			
	7800	790-Miscellaneous Expenses	0211 - Browning Pearce Elem. School	UniSIG		\$8,000.00
			<i>Notes: Expenditures for use of district school buses to provide students at Browning-Pearce Elementary with opportunities to attend academic field trips to engage them in authentic learning experiences that build background knowledge.</i>			
17	G3.B1.S1.A1	We will work to secure at least 5 community/business partnerships during the 2017-18 school year.				\$0.00

Putnam - 0211 - Browning Pearce Elem. School - 2017-18 SIP
Browning Pearce Elementary School

	Total: \$287,280.00
--	-----------------------------------