

WELCOME TO
change



School Improvement Plan 2016-17

Brooker Creek Elementary

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools





Vision and Direction

School Profile

Principal: Jennifer Mekler	SAC Chair: Debbie Jones
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School Vision	The vision of Brooker Creek Elementary is to enable students to reach their highest level of learning within a safe and positive environment.
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School Mission	Our mission at Brooker Creek Elementary is to enable students to make a year's worth of academic growth in reading, writing, math, and science.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
539	<1%	<1%	<1%	<1%	98%	NA

School Grade	2016: A	2015: A	2014: A	Title 1 School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	83	75	87	81	87	67		NA		NA		NA
Learning Gains All	60		66									
Learning Gains L25%	61		56									

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Jennifer	Mekler	FT	Less than 1 year
Asst Principal	Abby	Cannata	FT	1-3 years
Teacher Leader	Sarah	Bailey	FT	4-10 years
Teacher Leader	Amy	Tassone	FT	11-20 years
Teacher Leader	Jane	Lane	FT	11-20 years
Teacher Leader	Laura	Vinyard	FT	11-20 years
Teacher Leader	Nancy	Misuraca	FT	4-10 years
Teacher Leader	Susan	Hickman	FT	11-20 years
Counselor	Toniann	Prillhart	FT	4-10 years
Teacher Leader	Antoinette	Siebens	FT	1-3 years
Select Role				
Select Role				

Total Instructional Staff: 51	Total Support Staff: 23
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School Culture for Learning

Connections: **District Strategic Plan** ●Goals 2, 3
Marzano Leadership ●Domain 5

School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Brooker Creek expects that all students are provided a safe, secure, and healthy learning environment by implementing school-wide expectations posted in high traffic areas, classroom discussions and reminders, and classroom behavior systems. Individual classrooms have behavior systems in place that follow the students into the cafeteria, specials, labs, and media center. Students are taught the expectations at the beginning of the year and teachers remind the students of the expectations daily. School-wide expectations are: Kind Words, Kind Actions, and Be Safe. School-wide expectations are taught through the classroom teacher and reviewed through Guidance lessons delivered from our School Counselor. Students are given a consequence, such as changing their daily color, for not following classroom and school-wide expectations. Students are also provided with rewards/incentives for standing out as leaders when they comply or go above and beyond to follow the expectations. Students receive “Gold Notes” for positive behavior. Any staff member can reward a student with a Gold Note. The student’s behavior is recorded on the Gold Note. Then student then gets to go to the office at the end of the day to have either the Principal or Assistant Principal sign and celebrate their great behavior. The student gets to pick a prize after they have been celebrated with administration.

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

Teachers are expected to teach, model, and remind students of the school-wide expectations. The school ensures that expectations are implemented equitably in the handling of student behavior by reviewing classroom and school-wide expectations with students when students come to the office. Administration monitors implementation by conducting walk-throughs and classroom observations.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

Our school has implemented the following steps to ensure a seamless MTSS support system: classroom teachers provide students character education instruction, as well as, our School Counselor through Classroom Guidance Lessons. Our SBLT/MTSS team has created processes to help identify and guide students in all levels of the tiered system. Teachers are expected to complete a form when an area of concern arises, academically or behaviorally. The SBLT team reviews grade level PLC notes to identify students of academic and/or behavioral concern. Teachers are provided with next steps. Teachers must collect data over 4-6 weeks in an effort to collect data points to create a trend line to determine student needs and appropriate interventions. A meeting is held after the trend line has been created. The teacher continues to collect data using new strategies and interventions with the student for an additional 4-6 weeks.

Data-Based Problem Solving

4. Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

Based on surveys, Student Services Needs Assessment, school wide behavioral data, and classroom data, the Student Services Team determine the needs of Tier 2 and/or Tier 3 physical, social, and emotional health needs. Within Tier 2, the Student Services team implements small groups or individual counseling in an effort to address the needs of students with intensive supports in physical, social, and/or emotional needs. As mentioned above, data is collected and reviewed with fidelity on a bi-weekly basis.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

The SBLT team monitors student progress by reviewing data in Focus, EDS, Baseball Card, and Performance Matters. From these sources, we are able to view data from PMP’s, Common Assessments, Portfolios, Running Records, Classroom Grades, SAT10, and FSA. The SBLT team reviews student data bi-weekly to look for gaps to be able to implement new strategies and interventions that the student may benefit from. If new strategies and interventions are not successful, the SBLT team continues to monitor, review, and adjust interventions to find what will best serve each individual student.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

Our school leadership ensures that all staff members have high expectations by attending grade-level and vertical PLC’s, conducting regular walk-throughs and observations, implementing data chats, relaying feedback to teachers from ISM visits, providing Professional Development relative to teacher’s needs, providing Just in Time coaches to co-teach and model lessons, and communicating District expectations at faculty meetings that has been learned from Learning Specialist meetings and Principal meetings.

School Culture / SWBP / Key Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: Our goal is to reduce the number of discipline referrals from 15 to 10.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Teach, remind, and re-teach students (especially after breaks) the classroom and school-wide expectations and implement a classroom behavior system. Communicate all expectations to parents through monthly newsletters.	Jennifer Mekler Abby Cannata Teachers
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgoals if needed.	
Goal: Continue having 0 referrals for Black students.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Monitor student’s progress in all areas, communication with parents, providing supports as needed to families	Jennifer Mekler Abby Cannata
Optional Goal: Describe any other goal you may have related to school culture or behavior. Use only if needed.	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



Standards-Based Instruction for Learning

Connections: District Strategic Plan • Goals 1,2,4,5
Marzano Leadership • Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

Brooker Creek expects all teachers to attend District Wide Training to make sure all content being delivered aligns to the state standards. Teachers meet twice a month in grade level PLC’s to discuss standards, write goals/scales that align to standards, and compare data. Teachers are able to provide each other with ideas of how to increase academic rigor and how to remediate students in need. Academic rigor is also discussed at faculty meetings and in vertical PLC’s. Since the goals/scales they write align to the state standards, teachers are instructing to the standards to ensure their students are progressing up the scale and meeting the goal criteria. We use the district’s monthly Progress Monitoring Report to monitor data, as well as, district module Common Assessments.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

The main key area for improvement at Brooker Creek is teaching the curriculum/modules with fidelity. Administration will monitor modules by referencing the District At-A-Glance as we observe classrooms. Through observations, it was seen that the District Timelines were not being followed with fidelity in some classrooms. We have reviewed data from Performance Matters, PMP’s, PLC notes, and student data through SBLT meetings.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff’s use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Teachers at Brooker Creek use day to day student observations, classroom assessments, district assessments, and state assessments to measure student growth in meeting state standards. Our teachers create new goals and scales as new standards are being taught. Throughout instruction, teachers monitor student growth by checking for understanding before, during, and after their lessons. Students that are not reaching the target goal, are met with in small group to receive a mini-lesson/remediation. Teachers also use classroom assessments to be able to measure student growth. Teachers take student data and dissect it by standard to see what standards need to be re-taught as a whole (for standards a majority of the class didn’t master), or in small group settings (for standards a few students didn’t master). Teachers are able to compare and contrast their data with grade-level peers and discuss ideas and new teaching strategies to remediate, re-teach, and enrich.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Brooker Creek supports all students in reaching grade level proficiency by monitoring students in MTSS. Student’s data and information are reviewed at SBLT meetings bi-weekly to ensure students are receiving interventions and supports needed to reach grade level so they are prepared for their next academic year. BCE also does end of the year preparedness for the next grade level. Fifth grade teachers and our school guidance counselor host a Middle School Night and a Middle School Preview with Middle School staff members for all 5th grade students in an effort to provide students the opportunity to ask questions and alleviate any fears they may have regarding going to middle school. During the year, VPK teachers articulate with Kindergarten teachers about student learning. We would also like to include our local private VPK sites in scheduled articulation with our Kindergarten teachers to broaden our horizons.

Standards-Based Instruction / Key Strategies

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1	
Increase proficiency in the use of learning goals and scales across content areas in order for teachers to continue to develop an understanding of depth of the standards.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data will be collected by reviewing lesson plans, conducting classroom walk-throughs, classroom observations, review of lesson plans, and review of student work /journals and review of collaborative planning sessions	Jennifer Mekler Abby Cannata
Instructional Strategy 2	
The EQUIP Rubric will be used across grade levels to examine student work to ensure that the standards are being met at the demand of the standard.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data will be collected by reviewing lesson plans, conducting classroom walk-throughs, classroom observations, review of lesson plans, and review of student work /journals and review of collaborative planning sessions	Jennifer Mekler Abby Cannata
Instructional Strategy 3	
Effective use of small group instruction to differentiate instruction to better meet student need.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data will be collected by reviewing lesson plans, conducting classroom walk-throughs, classroom observations, review of lesson plans, and review of student work /journals and review of collaborative planning sessions, classroom/district assessment review, progress monitoring review	Jennifer Mekler Abby Cannata



Collaboration for Professional Growth

Connections: **District Strategic Plan** ●Goals 1,2,4,5
Marzano Leadership ●Domain 2, 4

11. Describe your school’s efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Through the review of our climate survey, an area of focus is for stakeholders to be more involved in decision making. We are moving into a shared leadership way of work. Our leadership team will be more involved in school-wide decision making. This team has representation of all instructional areas. Administrators maintain an open-door policy for all staff members. Teachers and staff are able to approach administrators with questions and/or concerns. We are continuing to celebrate staff members through different structures that are in place, such as, bulletin boards, weekly updates, and other various vehicles. We are also adding a team building piece to every curriculum and faculty meeting.

12. Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Brooker Creek teachers will continue to meet every other week for grade-level PLCs. This year, the master schedule allows for all grade levels to receive the exact same planning time so common planning, data review, and collaboration can take place on any day. Administrators sit in with each grade level during PLC’s to ensure there is data driven discussion and to answer any questions that may arise.

Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

All teachers participated in District Wide Training days and grade level module training to ensure content was being delivered effectively, confidently, and with fidelity. Teachers also received goals and scales training, notebook training from our JIT Science, and Hot Talk, Cool Moves training from our JIT Math Coach. Teachers observed our JIT Coaches teaching, had the opportunity to co-teach with them, and were available to model fish bowl lessons for other teachers.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Goals and Scales	On-going	Teachers	Develop a deeper understanding and comfort writing and implementing goals and scales
Just in Time Coaching	On-going	Teachers	Receive support in Math, ELA, and Science
Grade Level Curriculum	On-going	Teachers	Understand new processes and facilitate support in curriculum
Kindergarten Science Investigations and Centers	September	Kindergarten	Understand how to implement Science Centers in the classroom
ELA Notebooking	August	3 rd grade	Understand how to implement notebooking into the ELA block

Unify	October	Teachers	Understand Unify system – releasing and creating assessments, pulling and reading data trends
Marzano Framework	Monthly	Teachers	Increase the consistent use of effective instructional strategies in all curriculum areas with an emphasis on goals and scales
Studying Student Work – Equip Rubric	Second quarter introduction Monthly work with grade levels utilizing student work rubric	Teachers	All student work will reflect the depth of the standards being taught



Family and Community Engagement

Connections: **District Strategic Plan** • Goals 1,3,6,7
Marzano Leadership • Domain 4, 5, 6

14. Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

Brooker Creek will continue to promote events and communication to build positive relationships with families and community members. In our AdvancedED climate survey, parents provided positive feedback regarding culture, communication, and safety. We will continue placing an important focus on providing a warm and welcoming environment to our families and community members in an effort to build positive relationships with them.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

Our school provides parents with academic resources to increase and enhance student achievement. Teachers hold student-led conferences with family members to allow parents to hear, understand, and view their student’s data. Teachers are available for questions and clarification throughout the conference. Administrators hold data chats with teachers to monitor and guide direction of instruction and instructional strategies. Through data chats, the highest and lowest 35% of students are identified and plans on remediation and enrichment are discussed and monitored through MTSS meetings.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / progress	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text or email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

*Note: Please use your own school data resources or best estimates in completing this inventory.

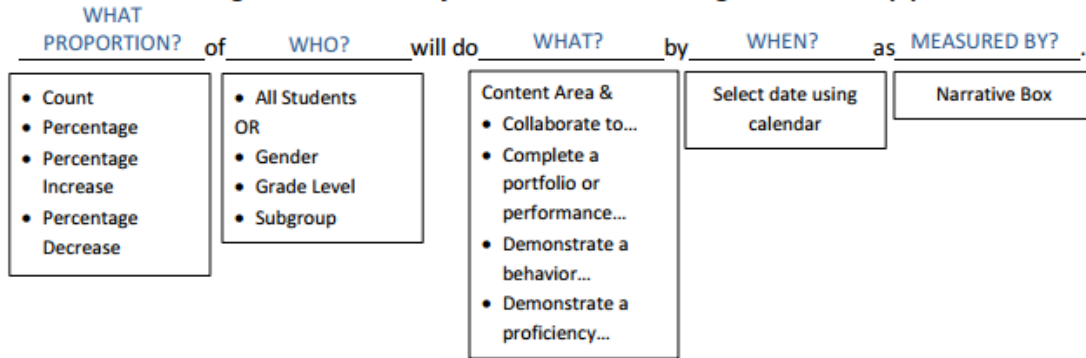
Family Engagement / Key Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: To continue promoting and offering events for families to link efforts to student learning outcomes.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Continue monthly events inviting family and community members to participate in that link the event to student learning outcomes (reading night, arts night, PE night, middle school night)	Jennifer Mekler Abby Cannata Jennifer Jajuga
Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: Brooker Creek's primary goal to increase our school's involvement in the community is to continue utilizing our community resources and PTA to set up school-based community programs to reach parents and students.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Provide opportunities open and available to all families	Jennifer Mekler Abby Cannata Tessa McGrew
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Section 2 – School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.



Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

ELA / Reading Goal	Goal Manager: Jennifer Mekler, Abby Cannata, Toniann Prillhart
Improve our overall Proficiency rating of 3 rd – 5 th graders from 83% to 90% or above by the end of the 2016/2017 school year as measured by the ELA portion of FSA.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Study student data to differentiate and scaffold instructions Regularly assess students (formatively and summatively) to adjust instruction to meet student needs Engage in the review of student work using the EQUIP Rubric Establish model classroom and schedule of classroom observations	ELA module assessments, formative assessment data, quarterly report cards, Running Records, iStation, student work samples, observations with feedback

Mathematics Goal	Goal Manager: Jennifer Mekler, Abby Cannata, Toniann Prillhart
Improve our overall Proficiency rating of 3 rd – 5 th graders from 87% to 92% or above by the end of the 2016/2017 school year as measured by the Math portion of FSA.	
Actions / Activities in Support of Math Goal	Evidence to Measure Success
Study student data to differentiate and scaffold instructions Regularly assess students (formatively and summatively) to adjust instruction to meet student needs Engage in review of student work using the EQUIP Rubric Increase math content knowledge of all teachers through site-based and district professional development	District Assessments, Pre/posts tests, formative assessment data, ST Math, quarterly report cards, student work samples, observations with feedback

Science Goal	Goal Manager: Jennifer Mekler, Abby Cannata, Toniann Prillhart
Improve our overall Proficiency rating of 5 th graders from 87% to 90% or above by the end of the 2016/2017 school year as measured by the Science portion of FSA.	
Actions / Activities in Support of Science Goal	Evidence to Measure Success

Use data to differentiate and scaffold instruction to meet the varied learning needs of all students Regularly assess students using SLAGS/Success Criteria Review student work using the EQUIP Rubric Establish classroom observations and provide feedback Science Lab Implementation 3 rd – 4 th grade review plan for FSA	Science Notebooks Unit Assessments SLAGS/Success Criteria District Common Assessments Observations with feedback Science Lab pre/post data Beginning and mid-year diagnostic assessment

Other School Goals*

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy School	Goal Manager: Shane James, Jennifer Mekler, Abby Cannata, Danielle Gabbert
Brooker Creek will educate students on nutrition by educating students on healthy lifestyles by the end of the 2016/2017 school year.	
Actions / Activities in Support of Goal	Evidence to Measure Success
In 2015-16, school was eligible for national recognition in <u>3 out of 6</u> Alliance for a Healthier Generation’s Healthy Schools Program Assessment modules. For 2016-17, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2016. Target for 2016-17, is to become eligible for national recognition in <u>4 out of 6</u> Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.	By April 1, 2017, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Click here to enter text.	Goal Manager:
Actions / Activities in Support of Goal	Evidence to Measure Success

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	Goal Manager:
Actions / Activities in Support of Goal	Evidence to Measure Success

Academic Achievement Gap

Subgroup Goal (Black)	Goal Manager: Jennifer Mekler, Abby Cannata, Toniann Prillhart
100% of our Black students will score at or above Proficient levels by the end of the 2016/2017 school year as measured by the FSA and SAT 10.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Students will be invited to before and after school ELP programs School administrators will implement a faculty friend (mentoring) program for our African American subgroup (among others)	ELA module assessments, running records, pre/post unit assessments, formative assessments, quarterly report cards, observation with feedback

Subgroup Goal (ELL)	Goal Manager: Jennifer Mekler, Abby Cannata, Toniann Prillhart
100% of ELL students will score at or above Proficient levels by the end of the 2016/2017 school year as measured by the FSA and SAT 10.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Students will be invited to before and after school ELP programs School administrators will implement a faculty friend (mentoring) program for our African American subgroup (among others)	ELA module assessments, running records, pre/post unit assessments, formative assessments, quarterly report cards, observation with feedback
Differentiated Instruction	

Subgroup Goal (ESE)	Goal Manager: Jennifer Mekler, Abby Cannata, Christine Keiderling
100% of ESE students will increase by 2 levels on their Running Record assessment by the end of the 2016/2017 school year as measured by the Running Record.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
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Jan Richardson Guided Reading Groups Study student data to differentiate and scaffold instructions Regularly assess students (formatively and summatively) to adjust instruction to meet student needs Engage in the review of student work using the EQUIP Rubric Classroom observations	Running Record, ELA module assessments, formative assessment data, quarterly report cards, iStation, student work samples, observations with feedback

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:

Actions / Activities in Support of Goal	Evidence to Measure Success

 **Early Warning Systems (EWS) -- Data and Goals**

Early Warning Indicator* (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	School	
						#	%
Students scoring at FSA Level 1 (ELA or Math)	0	0	0	2	5	7	<1%
Students with attendance below 90 %	7	2	4	4	5	22	
Students with excessive referrals**	0	0	0	1	1	2	0%
Students with excessive course failures**	0	0	0	0	0	0	0
Students exhibiting two or more indicators	0	0	0	0	0	0	0%

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal		Please ensure that your goal is written as a SMART goal.
Decrease the percentage of students missing more than 10% of school from 7% to 2% by the end of the 2016/2017 school year by meeting with students and parents of child(ren) that is demonstrating excessive absences.		
Actions / Activities in Support of Attendance Goal		Evidence to Measure Success
Student Services Team, CST, and Administration will monitor absences through CST and SBLT meetings		Attendance
Informing parents of academic effects on students when leaving early at Open House		Attendance, Parent Acknowledgement

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
Decrease number of discipline referrals from 15 to 10 by the end of the 2016/2017 school year by preventing behaviors that would warrant referrals.		
Actions / Activities in Support of Discipline Goal		Evidence to Measure Success
Review students in need of behavior support through Behavior SBLT meetings on a bi-monthly basis		Number of Referrals
Provide behavior support for students in need through school psychologist, school counselor, and school social worker small groups		Small groups, number of referrals

Discipline Goal – Other (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
Actions / Activities in Support of Goal		Evidence to Measure Success

EWS – Academic Intervention

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Many data sources are used to determine the instructional needs of the students. Through the varied data sources such as Common Assessments, OPM of interventions, classroom assessments and performance in extended learning opportunities. Based on these data teachers make the necessary adjustments to their

core instruction and document those changes in their lesson plans. Intervention groups are changed according to student performance data, interventions are also reviewed and/or changed to address specific learning needs.

Early Intervention / Extended Learning Goal

Please ensure that your goal is written as a SMART goal

Goal: Identify students that are not meeting grade level expectations on SAT10 and remediate them through the district initiative pull-out program in order to ensure that students are meeting grade-level expectations by the end of the 2016/2017 school year.

Actions / Activities in Support of Goal	Evidence to Measure Success
Identify students not meeting grade level expectations and place in academic intervention program in a timely manner	SAT10
Monitor students using benchmark data to allow opportunity for students meeting expectations to be exited from the program to allow for new students in need to be placed in program	Benchmark Data

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	40	% with advanced degrees	30
% receiving effective rating or higher		% first-year teachers	5
% highly qualified (HQT)*	100	% with 1-5 years of experience	15
% certified in-field**	100	% with 6-14 years of experience	22.5
% ESOL endorsed	27	% with 15 or more years of experience	57.5

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S.

Describe your school’s efforts to recruit and retain a highly qualified instructional staff.

Brooker Creek uses a multifaceted approach to recruit and retain highly qualified staff. Beginning with the interview process with a team based approach in recruiting new staff and interviewing. A school based orientation is given to all new employees by the administrative team and mentor teachers. Site based mentors are assigned to each new teacher. The mentors provide support in operational aspects as well as teaching and learning. Site based mentor meetings occur monthly as a whole group and more often in small groups. Staff input is received on school wide needs and that input is utilized to maintain a positive culture and high staff morale.

SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Debbie	Jones	White	Parent
Jennifer	Mekler	White	Principal
Phyllis	Divilio	White	Support Employee
Suzanne	Fulmer	White	Teacher
Patty	Speirs	White	Teacher
Sue	Abrams	White	Parent
Carolina	Jantac	White	Parent
Jim	Hickman	White	Business/Community
Alexa	Tsangaris	White	Business/Community
Atrista	Gooden	Black	Support Employee
Danielle	Gabbert	White	Other Instructional Employee
Micah	Ouellette	White	Parent

SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date: 8/26/2016
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SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Toniann Prillhart
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State Days / Intervals that Team meets below.

Our MTSS meets weekly to review academics and bi-weekly to review behavior. An agenda is created and shared with the team. Data is reviewed and discussed to determine effectiveness of core instruction through report review and assessment cycle review as well as formative assessment given in the classroom.

Budget / SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

Book studies around Mindset and Marzano's framework will be completed as well as TDE's for teachers to visit model classrooms to see implementation of work and for team collaborative planning. (3000.00)

Use this space to paste budget, if desired.