



School Improvement Plan 2017-18

San Jose Elementary

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



Vision and Direction

School Improvement Plan 2017-18

School Profile

Principal: Lisa Brown	SAC Chair: Rita Sinn
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School Vision	The vision of 100% student engagement and success 100% of the time.
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School Mission	The mission of San Jose Elementary School is to create a safe learning environment which promotes academic excellence for college, career and life readiness through the partnership of students, families, staff and community.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
360	4.3%	8.3%	16.2%	6.1%	64.8%	.3%

School Grade	2017: C	2016: C	2015: B	Title 1 School? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	62%	60%	61%	59%	75%	55%	NA	NA	NA	NA	NA	NA
Learning Gains All	46%	48%	49%	39%								
Learning Gains L25%	29%	43%	37%	25%								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Lisa	Brown	FT	1-3 years
Assistant Principal	Angela	Heuman	FT	4-10 years
Teacher Leader	Debbie	Orne	FT	20+ years
Teacher Leader	Andrea	Scott	FT	4-10 years
Teacher Leader	Amy	Barnett	FT	4-10 years
Teacher leader	Karen	Laughlin	FT	4-10 years
Teacher Leader	Amanda	Clayton	FT	4-10 years
Teacher Leader	Brenda	Urban	FT	11-20 years
Teacher Leader	Jennifer	Lumm	FT	11-20 years
Teacher Leader	Brandi	Brayboy	FT	4-10 years
Total Instructional Staff:	39		Total Support Staff:	31



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).

It is the expectation of all San Jose Elementary staff members that a safe, secure and healthy learning environment be provided for all students. Our School-wide Guidelines for Success are posted and monitored in all common areas. During the first week of school, administrators and the behavior specialist meet with all students during their grade level P.E. time. School behavior expectations for all areas of the school are reviewed. Highlights of the code of conduct and school planners are also reviewed. Teachers review, model and role play expectations throughout the year. Expectations are also communicated in our monthly newsletters. Positive Behavioral Interventions and Supports include SOS positive referrals and “ABC buck” recognition redeemable at the school store weekly and announced on Hawk News. Two Talent Shows are facilitated as semester behavior incentives for purchase with ABC bucks. Classroom visits are made by administrators and behavior specialist weekly to recognize students receiving positive SOS referrals. Additional supports to build positive school culture include “First Friends” for students new to San Jose and a “Buddy Bench”. “Rock the Hawk” rallies are held to build community and celebrate successes. San Jose has implemented a Restorative Practice re-integration plan called “Ticket to Success” for any student that is removed from a classroom. San Jose explicitly communicates to ALL stakeholders the major components that are essential to effective school-wide systems change:

- 1.An agreed upon and common approach to discipline
- 2.A positive statement of purpose
- 3.Positively stated expectations for all students and staff
- 4.Procedures to teach these expectations to students
- 5.A continuum of procedures to encourage and sustain these expectations
- 6.A continuum of procedures to discourage rule-violating behavior
- 7.Procedures to monitor and evaluate the discipline system on a regular and frequent basis

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

The PBS team meets monthly to review discipline data and monitor equitability of implementation and consequences. Prior to the meeting, members of the PBS committee gather input from teammates regarding discipline. These issues are brought to the committee to discuss interventions. Behavioral expectations are positively stated and easy to remember. School-wide expectations are posted throughout the school and include pictures. All behavioral expectations are initially explicitly taught to all classes during their specials during the first week of school. Expectations are reinforced throughout the year through student produced videos of behavior expectation examples and non-examples are shown school wide on the “Hawk News”. ABC Bucks are used to reinforce student awareness and adherence of school wide expectations. Monthly article studies with a focus on restorative practices are conducted during PBS meetings. PBS committee members facilitate article study conversations during grade level PLC meetings.

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.

The San Jose Elementary MTSS plan includes character education through guidance lessons and reinforced through monthly character recognition assemblies. Monthly PBS & weekly MTSS meetings monitor behavioral interventions. Monthly grade level data meetings provide opportunities for analyzing academic supports in place and identifying deficit areas. Academic content coaches are utilized for support in identified areas. The PBS team conducts article studies on the implementation of restorative practices. Staff members attended restorative practices professional development in June 2017. The plan to provide restorative practice professional development to the San Jose staff will begin during the pre-school staff meeting. The use of restorative circles will be introduced in August with continued on-going professional development including a three-hour staff professional development on October 16th, 2017.

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?

The School Based Leadership Team meets weekly to review ongoing progress monitoring data of students in need of supplemental and intensive supports. The effectiveness of the support is monitored and adjusted as needed. Social skills groups are provided by members of the social services team (guidance counselor and social worker). Students who need intensive supplemental support are identified in grade level data meetings during pre-school. Data meetings are held after each Common Assessment/MAP to identify gaps, analyze progress and adjust interventions as needed. Systematic use of multiple data sources is used to identify students who requires Tier II and Tier III supports. The School Based Leadership Team has a formal process in place for selecting interventions that are match to the students need. Fidelity checks occur for reviewing Tier II and Tier III practices. Grade level Professional Learning Community structures are in place for regular monitoring of student performance/progress and instruction is adjusted for individual students based upon the results.

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

The Leadership team at San Jose Elementary regularly monitors School Profile data, Unify on Performance Matters, attendance data and more. The PBS team analyzes data from School Profiles to develop school wide interventions and provide support as needed. Data determined that the following supports are needed: embedded coaching by “Just in Time” Coaches for ELA, guided reading, math and science. Data analysis support from the Senior Coordinator for District Assessment (Lauren Hansell) will be used during grade level professional learning communities. In addition, bi-monthly child study teams address students that have missed 10% or more of school and discuss trends of why students are not attending school. Attendance codes are utilized for data analysis. Problem Solving Worksheets for attendance are completed quarterly to assist with problem solving to determine the most common reason/barriers students miss school.

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?

Administrators at San Jose Elementary conduct walk-throughs, informal and formal observations to monitor and provide feedback on the learning opportunities provided by staff members. Administrators are monitoring for students who are engaged in rigorous, standards based content, are empowered to take ownership of learning and demonstrating understanding. Monitoring also includes teachers who are intentional in planning and delivery of standards based instruction, gradually releasing responsibility of learning, providing feedback about the learning and providing multiple ways to assess student learning.

Professional Learning Communities provide opportunities for administrators to communicate high expectations, support collaborative planning for rigorous standards based instruction, empower teacher growth, collaboratively setting goals, aligning resources and monitoring data. All staff members will demonstrate high expectations for students by demonstrating high quality instruction that utilizes research based practices, higher-order thinking skills and processes, flexible grouping and instructional technology. Instructional coaches will provide support for teachers to differentiate core curriculum to meet the needs of learners and learning styles. San Jose values diversity through inclusionary practices that enhance the learning of the entire school community.

School Culture, Climate / SWBP / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
By Spring of 2018 Accreditation survey results will indicate an increase to 4.5 for parents and 4.75 for staff in School Culture for Learning/Feedback to Students.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Implementation of the plan (created in collaboration with PTA & SAC) to increase academically focused family events and enrichment clubs.	Administrators, Community Liaison, 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 subgroups if needed.	
By spring of 2018 the risk ratio for black students will be reduced from 1.52 to .66 as indicated by School Profiles data.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Evidence based strategies from the Restorative Practices Handbook will be used to reduce the discipline gap between black and non-black students in addition to commitment to positive behavior supports and interventions and fair and equitable disciplinary practices for all students. Commitment to restorative disciplinary practices, including alternatives to suspension and a reintegration plan to provide skills to successfully reenter the classroom will be implemented.	Administrators, Behavior Specialist, teachers
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
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?

Reviewing the 2017 Florida State Assessment data indicated a 13% increase in 5th grade English Language Arts proficiency. The FSA English Language Arts proficiency rate for grades 3-5 increased 2% moving from 60% proficient in 2016 to 62% proficient in 2017. The FSA math proficiency in grades 3-5 increased 2% resulting in a 61% proficiency rate. FSA math learning gains for all students increased by 10% and FSA math

learning gains for the lowest 25% increased by 12%. Reviewing the 2017 Science State Assessment data indicated a 20% increase in 5th grade Science proficiency raising the level of science proficiency to 75%. Reviewing the 2017 SAT 10 data indicated an 11% increase in 2nd grade math achievement. Teachers align instruction to the state standards using goals and scales for students. The rigorous goals are embedded in a performance scale that includes application of knowledge. Administrators and “Just in Time” coaches will collaborate with grade level teams during PLCs to ensure that teachers have support to unpack standards, develop learning goals, scales, targets and success criteria. Administrators visit classrooms to monitor that students are empowered to be autonomous in their learning within learning environments that are student centered with rigor and that students are provided with voice and choice in their learning.

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?

Reviewing the 2017 Florida State Assessment data indicated a 13% decrease in 4th grade English Language Arts proficiency. Reviewing Florida State Assessment data indicates a need to focus on growth scores. Reviewing FSA English Language Arts learning gains indicated a decrease for all students as well as a decrease in learning gains for students in the lowest 25%. Identification of individual student scores, planning and implementing targeted instruction for enrichment and intervention will increase growth scores.

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 participate in monthly data chat professional learning communities. Teachers complete data cards and chart the data for each student. Data cards include SAT 10, FSA, MAP Common Assessment, running record data, Summer Bridge participation, identification of ESE, ELL, ELP participants and early warning indicators such as attendance and MTSS information.

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).

Student and teachers track data in data notebooks to meet grade level standards. Middle school representatives are invited to meet with fifth grade students during the spring semester. Middle school open houses are communicated through school messenger calls, the school website and Facebook page. Administrators collaborate with grade level teams and team leaders to monitor and analyze Early Warning Systems, interventions, Extended Learning Programs, enrichment opportunities and personalized learning plans.

Standards-Based Instruction / Key Goals and Strategies

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Problem based learning with increased rigor incorporating Universal Design for Learning.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Review of student work samples; review of teacher feedback provided to students through journals; walk throughs, informal and formal observations with feedback aligned to the Marzano framework for learning.	Administrators, teachers.

Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Tracking student progress in relation to standards based instruction.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Review of student notebooks, monthly data reviews, informal and formal observational data aligned to the Marzano framework for learning using iObservation.	Administrators, teachers.
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible



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 among 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.

The AdvancED survey indicated an average score of 4.46 and 4.37 for Instructional Leadership (Standard 2.6)/Collaboration for Professional Growth. There has been an increased use of feedback to seek input from teams regarding major initiatives such as the School Improvement Plan, master schedule, master calendar, community events, professional development and school-wide behavior plan. The feedback has been used for planning for the 2017-2018 school year.

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.

The San Jose Elementary master schedule provides for all grade levels to have a common planning time daily. One day per week professional learning communities are scheduled to analyze data and plan instruction. Student work samples and student notebooks will be reviewed. Effective teacher feedback to students will be discussed. This collaborative work and planning between leadership and teams will solidify our goal of holding all students to high academic standards

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?

Teacher professional development increased through participation with embedded instructional coaching. Specifically, instructional coaches focused on problem based learning, tracking student progress, use of scaffolds and exemplars of high expectations and Jan Richardson’s Guided Reading routines. Evidence of these instructional practices was observed during walk-through observations. Continuation of this professional development and use of instructional coaches will continue in the areas of problem based

learning, universal design learning, rigorous standards based instruction with an emphasis on culturally relevant pedagogy and restorative practices.

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, ISM visit feedback, etc.).

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?
Restorative Practices	June, 2017	5 staff members	Provide and implement plan for restorative practices professional development for the 2017-2018 San Jose staff.
Culture Building and Restorative Circles	August, 2017	Staff	Increased collaboration. Implementation of restorative circles as a tool, deeper understanding of restorative practices.
SAT 10 & FSA data analysis	August, 2017	Grade level teams	Identification of student needs and targeted interventions and enrichment strategies.
Learning Gain PD (Sam Whitton)	September, 2017	Team Leaders	Identify target areas for instruction and plan appropriate instructional strategies.
Footprints Implementation PD	September/October 2017	Grade 1 & 2	Implementation of the Footprints program with fidelity.
Performance Matters updates (Lauren Hansell)	September, 2017	PLCs	Identify individual and groups of students in need of intervention and enrichment.
Restorative Practices	October 16, 2017	Staff	Facilitation of community strengthening, shared decision making.



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).

School administrators, team leaders, community liaison, SAC and the PTA work collaboratively to develop a comprehensive plan for family involvement that includes feedback from SAC, PTA and the AdvancED climate survey. To increase understanding of “our school’s governing body does not interfere with the operation or leadership of our school” (item #5 on the parent survey) a focus on district and state expectations and support will be shared at monthly SAC and PTA meetings. Additional agenda topics will include: Schoolwide Behavior Plan/Positive Behavior Systems, Schoolwide Instructional Strategies, Reading, Math, Science, Health goals, data reviews and Bullying Prevention strategies. The AdvancED parent survey indicated a need for parents to be provided with a deeper understanding of how the school’s governing body/school board maintains a distinction between its roles and responsibilities and those of school leadership. Family engagement events that are linked to learning include Reading Under the Stars, Math Night and Curriculum Showcase. The events will provide tips and tools to support learning at home to enable parents better opportunities to support their child’s learning.

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 interpreting and using student data via trainings, data chats and/or student-led conferences.

San Jose provides parents with data reviews at School Advisory Committee (SAC) meetings and a “State of the School” presentation in January 2018. Academic family nights for 2017-2018 will include Open House, Math Night, Reading Under the Stars, and Curriculum Showcase. These events provide families with opportunities to learn new tips and tools to support their child’s learning at home.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these 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 checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

 **Family Engagement / Key Goals and Strategies**

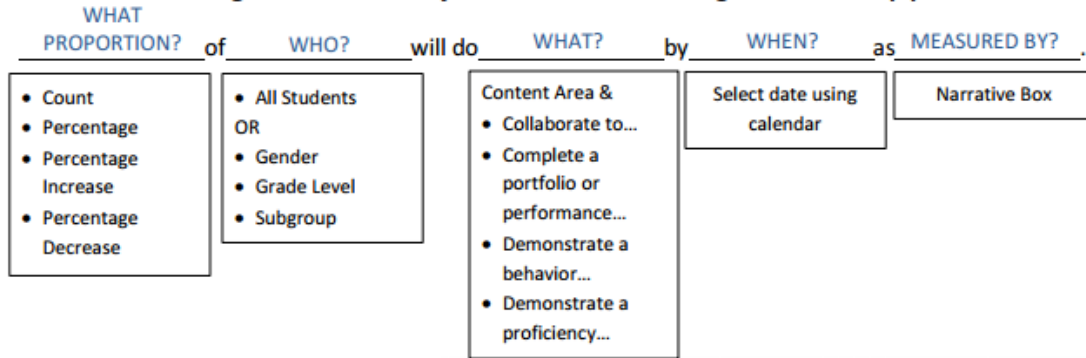
Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?

Goal: Increased parental involvement will be achieved through additional communication strategies and family involvement activities. In collaboration with the Community Involvement Liaison and Parent Teacher Association a calendar of events for 2017-2018 has been created.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Weekly School Messenger calls, Facebook posts and website updates will communicate family involvement events. These events include Meet & Greet, Open House, Boo Hoo breakfast, Math Night Grandparents Tea, Beautification day, Fall Festival, Great American Teach In, Holiday Lunches (2), Reading Under the Stars, Doughnuts with Dad, Math Night, Movie Night, Spring Fling, Volunteer Lunch, Curriculum Showcase and Muffins with Mom.	Administrators, Community Liaison, PTA, staff members.
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: San Jose Elementary increases community involvement through participation in quarterly meetings with the City of Dunedin and Community Partners. Collaborative partners include City Commissioner: Heather Gracie, Dunedin Youth Guild: Sandra Erikson, Heifer International and Literacy Council of Upper Pinellas County: Pat Bauer, Literacy Council of Upper Pinellas County, Dunedin Chamber of Commerce Educational and Cultural Foundation: Lynn Wargo, Terri Davis and Anna Stearns, Dunedin Fine Arts Center: Todd Still, Dunedin Historical Museum: Vinnie Luisi.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
This collaborative effort results in hosting the Dunedin Schools Showcase in December and communicating educational opportunities for San Jose families throughout the city of Dunedin. Community partners offer grant opportunities, field trip funds, guest speakers and volunteers to serve at San Jose Elementary	Principal, Community Involvement Liaison
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

 Section 2 – Targeted School Goals / Action Steps

Academic Goal

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



SMART GOALS: Please be sure that your goals throughout this document 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 goal manager and data source.

ELA / Reading Goal	Goal Manager: Administrators & Team Leaders
Grade level proficiency in English Language Arts will increase by from 62% to 72% as measured by the Florida State Assessment of English Language Arts. Learning gains for English Language Arts will increase from 46% to 75% and learning gains for the lowest 25% will increase from 29% to 50% as measured by the Florida State Assessment of English Language Arts.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Pre-School Data Day to chart data for current students. Target lowest 25%. Monthly data reviews during Professional Learning Communities.	Increased student achievement data on common assessments, MAP assessments Istation monthly report, DAZE/DIBELS, running records, writing samples, SAT 10 and ELA FSA and monitoring of the lowest 25%.
Continue Jan Richardson Guided Reading (JRGR) embedded professional development with district guided reading coach. Implementation of daily JRGR groups with fidelity. Professional development with "Just in Time" ELA coach for effective planning and implementation of ELA modules.	Walkthrough observations with feedback. Running record data reviews. JRGR lesson plan reviews. Coaching calendar.
Teachers will employ shared reading, read aloud, explicit instruction, multi-media analysis to introduce new content, review, practice and deepen knowledge.	Administrators monitor the implementation of literacy instruction during frequent observations by using monitoring tools. Increased student achievement data on common assessments, MAP assessments Istation monthly report, DAZE/DIBELS, running records, writing samples, SAT 10 and ELA FSA and monitoring of the lowest 25%.
Teachers strengthen core instruction by increasing the amount of time students are engaged in reading and closely rereading complex text, writing, speaking and listening.	Administrators monitor the implementation of literacy instruction during frequent observations by using monitoring tools. Increased student

	achievement data on common assessments, MAP assessments Istation monthly report, DAZE/DIBELS, running records, writing samples, SAT 10 and ELA FSA.
Teachers use the gradual release model including explicit and modeled instruction, guided practice with teacher support and feedback and opportunities for independent practice.	Administrators monitor the implementation of literacy instruction during frequent observations by using monitoring tools. Increased student achievement data on common assessments, MAP assessments Istation monthly report, DAZE/DIBELS, running records, writing samples, SAT 10 and ELA FSA and monitoring of the lowest 25%.
Teachers provide daily opportunities for students to write over extended time frames while guiding students to strengthen their writing as needed by revising and editing.	Administrators monitor the implementation of literacy instruction during frequent observations by using monitoring tools. Increased student achievement data on common assessments, MAP assessments Istation monthly report, writing samples, SAT 10 and ELA FSA and monitoring of the lowest 25%.
Teachers provide opportunities for both explicit vocabulary instruction as well as opportunities for students to determine meanings of words using the context of text.	Administrators monitor the implementation of literacy instruction during frequent observations by using monitoring tools. Increased student achievement data on common assessments, MAP assessments Istation monthly report, DAZE/DIBELS, running records, writing samples, SAT 10 and ELA FSA and monitoring of the lowest 25%.

Mathematics Goal	Goal Manager: Administrators & Team Leaders
Proficiency in Mathematics will increase from 61% to 71% by the spring of 2018 as measured by the Florida State Assessment of Mathematics. Math learning gains will increase from 49% to 59% and learning gains for the lowest 25% will increase from 37% to 50% by the spring of 2018 as measured by the Florida State Assessment of Mathematics.	
Actions / Activities in Support of Math Goal	Evidence to Measure Success
Pre-School Data Day to chart data for current students. Target lowest 25%. Monthly data reviews during Professional Learning Communities.	Increased student achievement on MAP common assessments, formative assessments, journaling, SAT 10, Math FSA and monitoring of the lowest 25%
Continued embedded professional development with a focus on journaling with feedback and project based learning and tracking student progress aligned to Florida State Standards. Tasks will be developed through collaborative planning with	Review of students' journals with feedback. Walkthrough observations with feedback. Collaborative planning

the district math coach using the resources on the curriculum guide.	through participation in professional learning communities.
Teachers utilize systemic resources provided on the Elementary Mathematics e-Learn site such as Curriculum Guides, Effective Planning Documents, Content Guides, Games Documents, Rich Mathematical Tasks, Learning Goals & Scales	Increased student achievement on MAP common assessments, formative assessments, journaling, SAT 10, Math FSA and monitoring of the lowest 25%. Walkthrough observations with feedback. Collaborative planning through participation in professional learning communities.
Teachers conduct data chats with students to support students with setting learning goals based on data and monitoring progress.	Increased student achievement on MAP common assessments, formative assessments, journaling, SAT 10, Math FSA and monitoring of the lowest 25%.
Teachers collaborate to select and implement rigorous tasks aligned with each standard.	Increased student achievement on MAP common assessments, formative assessments, journaling, SAT 10, Math FSA and monitoring of the lowest 25%. Walkthrough observations with feedback. Collaborative planning through participation in professional learning communities.
Teachers use manipulatives and student discourse to develop conceptual understanding of math concepts.	Increased student achievement on MAP common assessments, formative assessments, journaling, SAT 10, Math FSA and monitoring of the lowest 25%. Walkthrough observations with feedback. Collaborative planning through participation in professional learning communities.

Science Goal	Goal Manager: Administrators & Team Leaders
Grade level proficiency in science will increase from 75% to 80% by the spring of 2018 as measured by the Florida Statewide Science Assessment.	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
Pre-School Data Day to chart data for current students. Target lowest 25%. Monthly data reviews during Professional Learning Communities.	Increased student achievement on common assessments, formative assessments, science journaling reflections, science lab, and Statewide Science Assessment
Implement the consistent use of the 5E lessons/Science Learning Activity Guides.	Review of SLAGs during walkthrough observations and professional learning communities. Science Projects Walkthrough observations with feedback.

	Collaborative planning during Professional Learning Communities. Increased student achievement on common assessments, formative assessments, science journaling reflections, science lab, and Statewide Science Assessment
Utilize the Confirming Through Learning use of Success Criteria and teacher/student conferencing.	Walkthrough observations with feedback. Collaborative planning during Professional Learning Communities. Increased student achievement on common assessments, formative assessments, science journaling reflections, science lab, and Statewide Science Assessment
Implement BOAST (Bring on Any Science Test) vocabulary academic gaming strategies.	Walkthrough observations with feedback. Collaborative planning during Professional Learning Communities. Increased student achievement on common assessments, formative assessments, science journaling reflections, science lab, and Statewide Science Assessment
Implement and adhere to Science Lab schedule where all 3 rd , 4 th , and 5 th grade students will complete identified progress monitoring assessments, science lab investigations and data collection.	Walkthrough observations with feedback. Collaborative planning during Professional Learning Communities. Increased student achievement on common assessments, formative assessments, science journaling reflections, science lab, and Statewide Science Assessment
Develop 2 nd grade Science Lab schedule with consistent implementation.	Walkthrough observations with feedback. Collaborative planning during Professional Learning Communities.

Other School Goals* / Use Only as Needed

*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 Schools, etc.)

Goal Name: Healthy School Goal - Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	Goal Manager: Healthy Schools Team Leader
Place goal statement here.	
Actions / Activities in Support of Goal	Evidence to Measure Success
<p>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 2017.</p> <p>Target for 2017-18, is to become eligible for national recognition in <u>3 out of 6</u> Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.</p>	<p>By April 1, 2018, 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</p>

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: STEM	Goal Manager: Deborah Howells
Implementation of an after-school STEM academy to increase achievement on the math and science FSA and SSA.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Recruit instructional staff member to attend the professional development for the STEM academy.	Attendance at the professional development.
Recruit students to participate in the STEM academy and implement program twice per month October through April.	Letters sent to 4th/5 th grade students scoring a level 1 or 2 on the Florida Statewide Science Assessment. If enrollment does not reach 20 students, then registration will open to all 4th and 5th grade students. Common assessment data will be analyzed as well as administrator support and visits to the STEM club.
STEM academy teacher will utilize innovative instruction that promotes higher order thinking skills and greater depth of knowledge.	Increased student achievement on common assessments, formative assessments, science journaling reflections, science lab, and Statewide Science Assessment
Opportunities for collaboration, communication and critical thinking skills will be embedded in the after-school STEM curricula.	Increased student achievement on common assessments, formative assessments, science journaling reflections, science lab, and Statewide Science Assessment

STEM teachers will demonstrate to students how to apply domain specific vocabulary when c and mathematic communicating science technology, engineering content.	Increased student achievement on common assessments, formative assessments, science journaling reflections, science lab, and Statewide Science Assessment
Provide opportunities to engage in critical reading and writing of technical information in addition to communicating effectively and precisely with others.	Increased student achievement on common assessments, formative assessments, science journaling reflections, science lab, and Statewide Science Assessment
Apply science, technology, engineering and mathematic content to construct innovating and creative ideas.	Increased student achievement on common assessments, formative assessments, science journaling reflections, science lab, and Statewide Science Assessment

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

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: Administrators and Team Leaders
Grade level proficiency in English Language Arts for Black students will increase from 55% to 72% as measured by the Florida State Assessment of English Language Arts. Proficiency for Black students in Mathematics will increase from 33% to 71% by the spring of 2018 as measured by the Florida State Assessment of Mathematics. Proficiency for Black student in science will increase to 80% by the spring of 2018 as measured by the Florida Statewide Science Assessment.	
Actions / Activities in Support of Black Goal	Evidence to Measure Success
Pre-School Data Day to chart data for current students. Identify and target lowest 25% black students. Monthly data reviews during Professional Learning Communities.	Increased student achievement on MAP common assessments, running records, formative assessments, journaling, student work samples and state assessments.
Monitor Istation data, IReady Data and MAP data for the effectiveness of intervention strategies and adjust based on student progress.	Increased student achievement on MAP common assessments, running records, formative assessments, journaling, student work samples and state assessments.

Monitor black student participation in ELP programs and adjust based on data.	Increased participation of black students.
Monitor black participation in enrichment opportunities and adjust based on data.	Increased participation of black students.
Implement an instructional model that ensures rigorous, culturally relevant instructional for each student using assignments aligned to challenging state standards, engagement strategies and student centered practices.	Increased student achievement on MAP common assessments, running records, formative assessments, journaling, student work samples and state assessments.
Implement with fidelity the use of oral language and storytelling, cooperative and small group settings, music and movement, morning meetings, explicit vocabulary instruction and deliberate use of cultural references in lesson plans	Increased student achievement on MAP common assessments, running records, formative assessments, journaling, student work samples and state assessments.

Subgroup Goal (ELL)	Goal Manager: Administrators & Team Leaders
Grade level proficiency in English Language Arts for ELL students will increase from 57% to 72% as measured by the Florida State Assessment of English Language Arts. Proficiency for ELL students in Mathematics will increase from 33% to 71% by the spring of 2018 as measured by the Florida State Assessment of Mathematics. Proficiency for ELL students in science will increase to 80% by the spring of 2018 as measured by the Florida Statewide Science Assessment..	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Pre-School Data Day to chart data for current students. Identify and target lowest 25% ELL students. Monthly data reviews during Professional Learning Communities.	Increased student achievement on MAP common assessments, running records formative assessments, journaling, student work samples and state assessments.
Implementation of effective lessons that engage English Language Learners and advanced and language proficiency across the curriculum.	Increased student achievement on MAP common assessments, running records, formative assessments, journaling, student work samples and state assessments.
Teachers explicitly teach and develop the language of the content area. This may include vocabulary and/or specific language patterns.	Increased student achievement on MAP common assessments, running records, formative assessments, journaling, student work samples and state assessments.
Teachers model academic, high-level English and encourage English Language Learners to respond and communicate their own thinking using discipline specific language.	Increased student achievement on MAP common assessments, running records, formative assessments, journaling, student work samples and state assessments.
English Language learners participate on multiple and meaningful structured activities that require interaction with others and the use of increasingly complex language.	Increased student achievement on MAP common assessments, running records, formative assessments, journaling,

	student work samples and state assessments.
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Subgroup Goal (ESE)	Goal Manager: Administrators & Team Leaders
Grade level proficiency in English Language Arts for ESE students will increase from 57% to 72% as measured by the Florida State Assessment of English Language Arts. Proficiency for ESE students in Mathematics will increase from 40% to 71% by the spring of 2018 as measured by the Florida State Assessment of Mathematics. Proficiency for ESE student in science will increase to 80% by the spring of 2018 as measured by the Florida Statewide Science Assessment.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Pre-School Data Day to chart data for current students. Identify and target lowest 25% ESE students. Monthly data reviews during Professional Learning Communities.	Increased student achievement on MAP common assessments, running records, formative assessments, journaling, student work samples and state assessments.
Select teachers and students will participate in the implementation of the SPIRE reading program for targeted students under the guidance of the district ESE resource teacher. Continued Jan Richardson Guided Reading (JRGR) embedded professional development with district ELA coach. Implementation of daily JRGR groups with fidelity.	Increased student achievement on MAP common assessments, running records, formative assessments, journaling, student work samples and state assessments.
Plan intentionally for specially designed instruction to address the IEP goals and grade level standards.	Increased student achievement on MAP common assessments, running records, formative assessments, journaling, student work samples and state assessments.
Collaborate with students' IEP teams and related service providers to deliver differentiated instruction that is aligned to grade-level standards and/or IEP goals.	Increased student achievement on MAP common assessments, running records, formative assessments, journaling, student work samples and state assessments
Use visual supports and additional prompts to support efficient transitions.	Increased student achievement on MAP common assessments, running records, formative assessments, journaling, student work samples and state assessments
Implementation of an inclusive learning environment that celebrates students' unique talents and needs.	Increased student achievement on MAP common assessments, running records, formative assessments, journaling, student work samples and state assessments

Subgroup Goal (If Needed)	Goal Manager:
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Enter Goal Name	
Place goal statement here (additional goal only if needed).	
Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Grade Select	Grade Select	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)	0	0	0	10	14			24	23%
Students with excessive absences / below 90 %	14	10	7	3	7			41	11%
Students with excessive behavior / discipline**	0	3	0	3	4			10	3%
Students with excessive course failures**	0	15	5	20	12			52	14%
Students exhibiting two or more Early Warning 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). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. 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.
Students who have been absent 10% more than the days enrolled will be reduced from 41 students to 30 students (25%) by the end of the 2017-18 school year.	
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success

The Child Study Team (CST) will meet twice monthly to monitor attendance data, tardy data and early warning indicators. Students will be identified and monitored closely.	Child Study Team notes.
An incentive program will be developed by the CST for targeted students. Bike "Give-Away" & Rock the Hawk recognition will celebrate attendance. Attendance promotions will include marquee messages, school messenger calls, newsletter articles and Facebook posts.	Decreased absences and tardiness.

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
Students with excessive behavior/discipline will be reduced from 10 students to 9 students (10%) as indicated by the Early Warning Systems data in School Profiles for the 2017-2018 school year.		
Actions / Activities in Support of Discipline Goal		Evidence to Measure Success
Professional Development provided by the PBS committee will occur during pre-school to orient the staff to the San Jose SWBP expectations and positive behavior systems.		Participation in professional development.
The Positive Behavior Systems committee meets monthly to review and analyze data and study strategies for implementation on non-exclusionary discipline practices and restorative practices. Counseling and social skills groups meet with the guidance counselor or social worker		PBS monthly minutes. Reduction in discipline referrals.

Discipline Goal – Other (as needed)		Please ensure that your goal is written as a SMART goal.
Black(MOU) /Non-Black		
Black (MOU) students with referrals will be reduced from 21% to less than 9% (which is the maximum expected percentage of students with referrals that are black /MOU) for the 2017-18 school year.		
Actions / Activities in Support of Goal		Evidence to Measure Success
Monthly PBS meetings will include discipline data analysis by sub-groups, specifically black versus non-black. Students will be identified and mentors assigned.		PBS meeting minutes. Reduction in black student versus non-black referrals, eliminating the discipline gap.
Article studies will be conducted by PBS members and their teams for discussions related to discipline disparities, unfair exclusionary disciplinary practices and de-biasing strategies.		Participation in site-base PD.
Cultural Competence professional development will be provided for all staff site-based in October 2017.		
Role model/mentoring group for black students with more than 2 discipline referrals		Reduction in office discipline referrals.

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.

San Jose will implement the Leveled Literacy Intervention Program during school hours for students in the primary grades. This intervention instruction is delivered by a “Highly Qualified” hourly instructor. Intervention and enrichment opportunities are provided after school hours two days per week in the Extended Learning Program.

Early Intervention / Extended Learning Goal Please ensure that your goal is written as a SMART goal.
 Goal: Grade level proficiency will increase by 10% at each grade level by the spring of 2018 as measured by the Florida State Assessment and MAP common assessment data.

Actions / Activities in Support of Goal	Evidence to Measure Success
Identify grade 3-5 students who scored level 1-2 on the FSA or were retained, grade 1-2 students with stanines of 1,2,3 and retained K-2 students	Invitation and participation of identified students.
The Leveled Literacy Intervention (LLI) Program will be implemented in the primary grades during school hours for targeted students in K-2. Afterschool extended learning opportunities will be provided twice weekly for targeted students. Differentiated small group instruction will be provided. Istation will be implemented. Enrichment opportunities will be scheduled to include the Wellness, Coding Club, Band, Drumming Club and Book Club	Running record scores. Formative assessment data, common assessment data and increased achievement of Statewide assessments

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	39	% with advanced degrees	42.1
% receiving effective rating or higher	100	% first-year teachers	6
% highly qualified (HQT)*	100	% with 1-5 years of experience	22
% certified in-field**	100	% with 6-14 years of experience	13
% ESOL endorsed	44.7	% with 15 or more years of experience	59

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

Describe your school's efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

Administrative team participated in the Pinellas County Schools job recruitment fair in June 2017. Support is provided to beginning teachers and teachers new to the district or San Jose by trained mentors. Curriculum support is provided with ongoing embedded professional development, coaching by district content coaches and shadowing visits to model schools and teachers

 SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Rita	Sinn	White	Parent
Lisa	Brown	White	Principal
Martha	Gibson	Hispanic	Support Employee
Brandi	Brayboy	White	Teacher
Bridget	Harper	White	Support Employee
Alicia	McGee	White	Parent
Sean	Sullivan	White	Business/Community
Toni	Little	Black	Parent
Shree	Davis	Black	Parent
Kara	Abington	White	Parent
Brenda	Urban	White	Teacher
		Select	
		Select	
		Select	
		Select	
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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>
We are in the process of recruiting	

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: 8/10/2017
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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: Robin Chaloune
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Please state the days / intervals that your team meets below.
Weekly on Thursdays at 1:00

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. Attached budget if preferred.

Instructional materials to support the Extended Learning Program and Academic Goals. \$205
Positive Behavior System Incentives. \$200
Substitutes for TDEs for data analysis and IEP meetings. \$560
Sunshine State Readers for battle of the Books. \$700
Math Competition \$50

\$1715.00