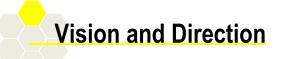# WELCOME TO
change

School Improvement Plan
2016-17

M. K. Rawlings Elementary

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal:	Rebecca A. Moore	SAC Chair:	Anairam Zemaitis

School Vision	Always expect the best--- 100% student success!

School Mission	Educate and prepare each student for college, career and life.

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
673	14.1%	16.1%	16.8%	5%	47.8%	.2%

School Grade	2016: C	2015: D	2014: A	Title 1 School?	☒ Yes ☐ No

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	41	40	49	44	54	36						
Learning Gains All	48		61									
Learning Gains L25%	42		44									

School Leadership Team

Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Rebecca	Moore	FT	4-10 years
Asst Principal	Jeane	Morehouse	FT	1-3 years
Asst Principal				
Asst Principal				
Asst Principal				
Instr. Coach (literacy)				
Instr. Coach (math)				
Other (specify) RtI Coach	Jacqui	Oester	FT	4-10 years
Other (specify)				
Total Instructional Staff: 47		Total Support Staff: 29		

School Culture for Learning

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).

> We have our four school rules (expectations) that are posted in each classroom, as well as common areas. These are the expectations and guidelines to promote a safe and secure learning environment. The rules are reviewed daily in each classroom as well on morning announcements. We also have a school-wide positive behavior plan to encourage and motivate students to make good choices. Students have the opportunity earn rockets individually and as a class. Incentives are provided at various levels when accomplished such as: positive phone calls home, individual student pictures, class pizza party, etc.

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?

> School rules/expectations will continue to be posted in all classrooms as well as common areas. Next year, professionally made school rule banners will be posted in the courtyard area, cafeteria and playground. Each teacher and grade level team create an individual and team behavior support plan which is implemented on a daily basis. Training and coaching will be provided from the school based classroom behavior coach during pre-school and various times as necessary throughout the school year. During this pre-school training, the school-wide classroom behavior process (flowchart) will be reviewed and then implemented with fidelity by Administration throughout the school year. Teachers will be redirected to refer to the flowchart. According to the 2015-16 referral data, strike student and class/campus disruption were the highest types of infraction. Next school year we will embed mini classroom management lessons into the faculty and curriculum meetings. These lessons are approximately 10 minutes long and come from the book- Coaching Classroom Management. They will be delivered by the school based classroom behavior coach.

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.

> After reviewing beginning of the year running record, SAT 10 and FSA scores, the lowest 15% of students at each grade level are identified. Teachers will implement Tier 2 interventions for each student and monitor progress, using a progress monitoring tool appropriate for the intervention selected. Progress monitoring data will be collected for all students in the tier 2 groups, and compared to each other, as well as the grade level expectation. Data will be graphed and discussed at MTSS. If a student is not making sufficient progress, interventions will be adjusted or the students will be moved to Tier 3 Problem Solving. Tier 3 intervention plans are monitored closely by MTSS and follow up meetings are scheduled on a regular basis until interventions are successful. We will continue our Commitment to Character program. Social/emotional classroom lessons will be provided by the School Counselor. These lessons would be provided in the classroom or in small group (for students needing more support). We will also continue to work with the district (Safe and Drug Free Schools) to provide evening support trainings, which are offered to parents, in lieu of suspension. We will offer after school detentions, parent conferences, parent shadowing opportunities, and peer mediation. Additional academic supports will be offered after school to enrich and remediate. Those supports will be provided through Promise Time, STEM clubs (primary and intermediate), Math enrichment and drumming club.

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?

A multi-tiered system of support is used, providing three tiers of support according to each student's behavioral needs. The class behavior management system and our school-wide rules are used as Tier 1 supports. Tier 2 is a supplemental intervention provided to those students needing additional support or strategies and Tier 3 is a documented intensive intervention provided to students to help overcome significant barriers. Tiers are progress monitored and changes and intensification are addressed in any tier through observations and data driven discussions that lead to action plans. Teachers implement Tier 2 interventions for each identified student and collect progress monitoring data.   Progress monitoring data will be collected for all students in the tier 2 groups, and compared to each other, as well as the grade level expectation. Data is graphed, analyzed and discussed at MTSS. If a student is not making sufficient progress, interventions will be adjusted.   Students struggling physically, socially or emotionally in the classroom are identified by the classroom teacher using a school based created form, then submitted to MTSS. Discipline data is also reviewed, looking for trends where additional support for teachers and/or students may be necessary. These students are discussed at our MTSS meetings and then supports are provided.   Observations are completed by the School Psychologist. Feedback is given to the teacher. One on one or small group counseling or social skills lessons are provided to students in need or as referred by MTSS. The school counselor uses Skill streaming for the Elementary Child, The Guide: Elementary School Guidance Curriculum Activities.

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).

School data is reviewed after each assessment cycle. Reading, Math and Science data is reviewed by administrative team, MTSS as well as PLCs. Data discussions take place during PLCs. After data is analyzed, students are identified for Tier 2 and Tier 3 supports. The MTSS team offers intervention ideas to support student needs. Teams determine action step and share with the leadership team. Administration monitors the progress and outcomes. For example, our greatest success was completing an item analysis of the math common assessment, then generating an action plan for each grade level. Follow up was discussed at a PLC meeting 3 weeks after the action plan was written and executed. The team also monitors weekly discipline infractions.   Referrals and school based Refocus reports are monitored by subgroups and grade levels. Teacher input and support with specific student behavior is documented and referred to the MTSS team on an as need basis.

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?

The school leader provides a clear vision as to how instruction should be addressed in the school. This is done through a written document articulating the School Wide Model of Instruction for all academic areas. The School Wide Expectations, include curriculum and professional development expectations, that that are reviewed during pre-school with all teachers and staff. All teachers have been trained in the use of goals and scales and rigorous learning opportunities for all students are provided. Additional Marzano training, focusing on rigor, was provided during preschool and throughout the school year. Training to support building relationships was presented at various times during the school year including Mary Conage presenting the Six M's and the Leadership Team presented three groups to support building relationships on a Pro-Ed day. Student learning and data to support high expectations for all students is discussed in weekly PLC's.   Leadership team walks through various grade levels to observe trends that support evidence in high expectations.

School Culture / SWBP / Key Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: Students will demonstrate positive behaviors daily, decreasing discipline infractions (referrals and refocus reports) by 5%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Provide additional training/book study (Teaching with Love and Logic) to our teachers and staff, require class meetings, daily review of school rules, and implementation, with fidelity, of our school wide positive behavior plan (Rockets).	Leadership Team
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.	
Goal: Referrals of African Americans will decrease by 5%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Conduct data meetings each assessment cycle to discuss specifically this subgroups learning data and discipline data with teachers. Grade level teams will develop and implement an action plan based on data. Provide additional training to our teachers and staff specific to the cultural of students. All African American students will be offered and then assigned a mentor for the school year.	Leadership Team

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?

Our successes include teachers creating improved goals and scales as this is our second year of Marzano. Teachers have also improved monitoring students. Walk-through data, informal and formal observation data was used to measure our success.

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?

Based on third grade FSA ELA data and data chats regarding these scores with teachers we have determined that we need to improve organizing students to practice and deepen knowledge with the use of Jan Richardson Guided Reading. In addition, our students will benefit by increasing their daily independent reading practice to build stamina.

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.

The teachers continuously use formative assessments to assess learning and to inform instruction. Tasks are monitored for rigor, teachers use HOT questions to check for understanding and release learning in more student centered classrooms. Progress monitoring data is measured monthly and analyzed in PLC's. Reflective questions are used to guide data discussions. Teachers utilize the Performance Matters Baseball Card tool to analyze and discuss data. Teachers also analyze and discuss data resulting from FSA data, PCS Common Assessment data, Istation data, ST Math data, and Running Record data.

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).

School Improvement Goals are posted and reviewed at the beginning of each meeting and posted our in our data room groups, ESE and ELL student data, where teachers meet for PLC's. The data for all students in posted in our data room including Tier 2 and 3. Our School Improvement Goal Teams that meet monthly to track progress in meeting our school improvement goals. All teachers utilize goals and scales as they instruct. Students monitor their growth data with the use of these goals and scales and many also have data folders with their specific data in all academic areas. The MTSS team regularly reviews data as they meet once a week. Achievement data is reviewed for student subgroups in the school. Results for multiple type of assessments are regularly reported and used as document in PLC minutes. After school tutorial and enrichment programs are also in place. Response to Intervention measures are also in place. The school utilizes the Performance Matters Baseball Card tool to analyze and discuss data and analyzes and discusses data resulting from FSA data, PCS Common Assessment data, Istation data, ST Math data, and Running Record data.

⬢ **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	
Minimize classroom interruptions and transitions to instruction (Interruptions include the office calling in with messages, teachers using email or having sidebar conversations during instructional time) providing teachers more focused time on standards based instruction.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Survey	
Instructional Strategy 2	
Support the strengthening of instructional pacing to maximize instructional delivery of all required standards.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data is collected with the use of the iObservation tool via Walk-through data, informal Observation data, and Formal Observation Data.	Reading, Math, and Science Coaches
Instructional Strategy 3	
Improve instructional delivery by teachers releasing the learning in more student centered classrooms.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data including common assessments, observation data from iObservation tool via Walk-through data, Informal Observation data, and Formal Observation Data.	Reading, Math, and Science Coaches

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.

Clear expectations are shared via the School Wide Expectations so teachers and staff have full knowledge of the expected way of work. Observations are followed with specific coaching points to support the teachers' growth. The administration is always available to teachers and staff as they have an open door policy. Teachers' requests for necessary materials for instruction are always met.

In efforts to encourage a positive working relationship between teachers, staff and administrators, the leadership team implemented "Thursday Supports". Five blue rubbers bands were given to each staff member to be worn on Thursdays. The rubber bands were a friendly reminder that 5:1 positive reinforcement "Gets it done!". Staff were also provided coffee and creamer and a morning pick me up song every Thursday. Staff potlucks were organized bi-monthly.

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.

PLC time is provided each Wednesday during their common planning time. This time is sacred and should not be used for parent conferences, team meetings, etc. We follow a block schedule and all grade levels have 45 minutes of common planning daily, as well as time before and after school.

🛑 **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?

Our area of focus this past year has been on small group reading instruction using Jan Richardson's strategies. Training opportunities have been offered and conducted for the entire staff as well as evening opportunities based on input from the teachers. Teachers who effectively used small groups show an increase in Common Assessment and FSA data. Trainings to support more rigorous instruction has taken place as well. Teachers are consciously making an effort to improve rigor as evidenced by PLC notes.

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?
Book Study to improve Cultural Responsiveness (Teaching with Love and Logic)	Fall 2016 (on-going)	Teachers	Strengthen teacher-student relationships Increase time on instructional tasks

			Stronger relationships will be preventive in student escalation of disruptive behavior.
Jan Richardson Guided Reading	Throughout 2016-17 school year	All ELA Teachers	Bring all ELA teachers to the next level of guided reading instructional proficiency
Science Journal Training	Throughout 2016-17 school year	All Science Teachers	Bring all Science teachers to the next level of journaling proficiency
Marzano Rigor	Preschool,Throughout 2016-17 school year	All Instructional Staff	Strengthen instructional rigor for higher student achievement
Math Power Hours- Talk Moves (PD in snippets)	Throughout 2016-17 school year	All Math Teachers	Increased use of Talk Moves within student centered math discussions

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).

Continued open communication via the Rawlings Reminders, our school newsletter, Connect Ed messages with a more specific target, open SAC meetings, open PTA meetings, and monthly Lunch Munch for parents to have lunch with their child(ren). According to our participation at school events we noticed we had a decrease in attendance at school events. Based on this information we will survey parents in the beginning of the school year to determine how to improve attendance by better meeting their needs. We will align important events with our highest attended events, such as Lunch Munch. Families will have

the opportunity to learn and practice a new strategy to support their child's learning at home at each academic family event.

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.

Connect to Success computers are provided for all intermediate students who do not have technology access at home, providing equal access to technology needed to be successful in school, extends learning beyond the class room, and expands digital opportunities for all students. We further invite lower grade students to receive computers when we have additional computers available. Teachers offer conferences with parents a minimum of 2 times a year. During these conferences teachers will make connections, developing positive relationships with families, sharing data on student progress. Academic Family Involvement Events will provide opportunities for parents to learn and practice strategies 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 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	☐	☐	☒	☐
Families who regularly log onto PORTAL to check student grades / progress	☐	☒	☐	☐
Families who are in regular contact with teachers in person or by phone, text or email	☐	☐	☒	☐
Families who regularly visit the campus for meetings, conferences or school events	☐	☐	☒	☐
Families who report feeling welcome when visiting the campus or contacting the school	☐	☐	☐	☒

*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: Add additional rigor to family events	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Infuse family events into our Lunch Munch days by connecting instruction strategies to family sharing. For example, parents would join the classroom while the teacher shares specific strategy that a parent can duplicate at home.	Lori Ann Dipenta
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: Increase community involvement in the school	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Utilize our Family and Community Liaison to reach out to resources to connect and build stronger relationships with the community. Community leaders are invited to school based events. Community partners team with the school to provide onsite environmental awareness lessons with grade levels. Investigate opportunities to display student art at local businesses Helping Hands chorus show or read books	Lori Ann Dipenta

⬡ {Section 2} – School Goals / Action Steps

Academic Goal

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

WHAT PROPORTION? of _____ WHO? _____ will do _____ WHAT? _____ by _____ WHEN? _____ as _____ MEASURED BY? _____ .

• Count • Percentage • Percentage Increase • Percentage Decrease	• All Students OR • Gender • Grade Level • Subgroup	Content Area & • Collaborate to… • Complete a portfolio or performance… • Demonstrate a behavior… • Demonstrate a proficiency…	Select date using calendar	Narrative Box

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:
70% of all students will demonstrate reading proficiency at each assessment cycle leading to a 5% increase in proficiency levels (46%) on the ELA FSA.	

Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Teachers will align instruction to meet the Florida Standards for ELA, WIDA, district curriculum, and guidelines, and students by providing opportunities across the literacy block for reading, writing, speaking, and listening and intentionally planned instruction, using the district provided unit planning documents, aligned with a high level of rigor by using Webb's Depth of Knowledge/Marzano's Taxonomy, adjusting instruction accordingly.	Teachers will use learning goals and scales to monitor achievement of the standard. Lesson plans will be reviewed by administration and trends and feedback from walkthroughs using the ISM protocol tool will be shared with teams and individuals as needed.
Teachers will regularly assess, both formally and informally, and utilize data to modify and adjust and differentiate instruction.	Teachers will assess students using unit formative assessments and running records three times a year using Teacher College Running Records/Jan Richardson Running Records and record, report, and discuss this data during PLC's

Teachers will provide differentiated daily small group guided reading and writing instruction matched to the need of the students.	Teachers will use Jan Richardson's Guided Reading Routine as well as other small group methods, iStation, and one to one student conferences to meet the unique needs of their students.
Teachers will provide multiple opportunities for online assessments and building reading stamina.	Teachers will use Think Central and UNIFY to create online assessments. Students in grades 3-5 will have 30 minutes of daily uninterrupted independent reading with accountability.

Mathematics Goal	Goal Manager:
70% of all students will demonstrate math proficiency at each assessment cycle leading to a 5% increase in proficiency levels (54%) on the Math FSA.	

Actions / Activities in Support of Math Goal	Evidence to Measure Success
Teachers will align instruction to meet the Florida Standards for Mathematics, WIDA, district curriculum, and guidelines, and students by providing opportunities across the math block for higher order thinking and intentionally planned instruction, using the district provided unit planning documents, aligned with a high level of rigor by using Webb's Depth of Knowledge/Marzano's Taxonomy, adjusting instruction accordingly.	Teachers will use learning goals and scales to monitor achievement of the standard. Lesson plans will be reviewed by administration and trends and feedback from walkthroughs using the ISM protocol tool will be shared with teams and individuals as needed.
Teachers will regularly assess, both formally and informally, and utilize data to modify and adjust and differentiate instruction.	Teachers will assess students using unit formative assessments, online and district common assessments three times a year and record, report, and discuss this data during PLC's
Teacher will use data to (small group) differentiate and scaffold mathematics instruction to increase student performance.	Teachers will provide small group math instruction/remediation, ST Math and conferencing to support student needs.
Teachers will provide multiple opportunities for online assessments and building mathematics basic facts.	Teachers in grades 2-5 will use Think Central (Preparing Students for Florida Standard Assessment) and UNIFY to create online assessments.

Science Goal	Goal Manager:
70% of all students will demonstrate science proficiency at each assessment cycle leading to a 5% increase in proficiency levels (59%) on the Statewide Science Assessment.	

Actions / Activities in Support of Science Goal	Evidence to Measure Success
Teachers will align instruction to meet the Florida Standards for Science, WIDA, district curriculum, and guidelines, and students by providing opportunities across the science block to use the	Teacher will also develop rigorous learning goals and scales based on Florida Standards. Lesson plans will be

5E's Model and science inquiry and intentionally planned instruction, using the district provided unit planning documents, aligned with a high level of rigor by using Webb's Depth of Knowledge/Marzano's Taxonomy, adjusting instruction accordingly.	reviewed by administration and trends and feedback from walkthroughs using the ISM protocol tool will be shared with teams and individuals as needed.
Teachers will regularly assess, both formally and informally using science journals, and utilize data to modify and adjust instruction.	Teachers will utilize pre and post assessments and record, report, and discuss this data during monthly data chats. SLAGS and Success criteria. Administrators will monitor during daily walk throughs and documentation in their daily lesson plans.
Teachers will establish routine practice of the 10-70-20 instructional model for students. This model consists of Setting the Purpose, Core Science and Confirming the Learning. Teachers will monitor for consistent implementation of instruction, and processes which support the effectiveness of the Science Lab.	Administrators will monitor during daily walk throughs and documentation in their daily lesson plans. Teachers will develop and adhere to a Science Lab schedule where all 3-5th grade students will complete the identified progress monitoring assessments, science lab investigations and Citizen Scientist research and data collection.

⬡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 - Work toward GOLD Level recognition with the Alliance for a Healthier Generation.	**Goal Manager:**

Actions / Activities in Support of Goal	**Evidence to Measure Success**
In 2014-15, school was recognized for SILVER national recognition. In 2015-16, school was eligible for GOLD national recognition in 4 out of 6 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.	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.

Target for 2016-17, is to become eligible for GOLD national recognition in <u>5 out of 6</u> Alliance for a Healthier Generation's Healthy School Program Assessment Modules.	

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**

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:**
70% of all African American students will demonstrate an increase in reading, math, and science proficiency at each assessment cycle leading to an increase in proficiency levels on the FSA and Statewide Science Assessment.	

Actions / Activities in Support of Black Goal	**Evidence to Measure Success**
Teachers will build Home School Connections	Teachers will focus on building relationships with students and document communication efforts with parents.
Mentors will be offered and assigned to students in grades 3-5	Teachers will complete mid and end of year surveys on the impact of student's academics and behavior.

Teachers will use the 6M's (Meaning, Models, Multiple Checks for Understanding, Mouth, Movement, and Music) when planning lessons and attend culturally diverse professional development	Administrators will monitor during daily walk throughs and documentation in their daily lesson plans.
Teachers will regularly assess, both formally and informally, and utilize data to modify and adjust instruction.	Teachers and the leadership team will monitor and discuss student's assessment data monthly at PLC's and data chats.

Subgroup Goal (ELL)	Goal Manager:
70% of all ELL students will demonstrate an increase toward reading and math proficiency at each assessment cycle leading to an increase in proficiency levels on the FSA.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
ELL support teachers will provide differentiated instruction and/or remediation in the student's classroom	Teachers and support teachers will monitor and discuss student's classroom data monthly at PLC's and data chats.
Classroom teachers will use WIDA strategies to support their ELL students daily	Teachers will document strategies in their lesson plans

Subgroup Goal (ESE)	Goal Manager:
70% of all ESE students will demonstrate an increase toward reading and math proficiency at each assessment cycle leading to an increase in proficiency levels on the FSA.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
ESE support teachers will provide differentiated instruction and/or remediation in the student's classroom	Teachers and support teachers will monitor and discuss student's classroom data monthly at PLC's and data chats.
Classroom teachers will use appropriate accommodations and strategies to support their ESE students daily	Teachers will document accommodations in their lesson plans

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*	Grade	Grade	Grade	Grade	Grade	School

(Number of students by grade level)	1st	2nd	3rd	4th	5th	#	%
Students scoring at FSA Level 1 (ELA or Math)			33	39	23	95	30
Students with attendance below 90 %	20	23	18	16	12	122	23
Students with excessive referrals**	4	7	10	6	14	41	8
Students with excessive course failures**	0	0	0	0	1	1	.1
Students exhibiting two or more indicators	3	3	7	4	6	23	4

*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.
5% decrease of students with 10% or more absences as measured by end of year attendance data	
Actions / Activities in Support of Attendance Goal	**Evidence to Measure Success**
The School Social Worker will monitor attendance and share data at Child Study Team Meeting bimonthly. Teachers will notify concerns and will make phone calls to parents once students miss more than 2 consecutive days. Communication will be documented in FOCUS.	Review of attendance data at MTSS/SBLT meetings

⬡ **EWS - Discipline**

Discipline Goal	Please ensure that your goal is written as a SMART goal.
20% decrease of referrals for all students as measured by end of year referral data	
Actions / Activities in Support of Discipline Goal	**Evidence to Measure Success**
Pre-school meeting to share last year's success of exceeding our goal to reduce referrals by 32%. Remind teachers of the successful steps such as giving a first warnings, administrative conference with student prior to writing a referral, and parent/teacher conference when trouble arose. Use school wide Positive Behavior Plan with fidelity.	Review of referral data at MTSS/SBLT meetings Administrators will monitor during daily walk throughs
Teachers will review school-wide student processes monthly with students.	Administrators will monitor during daily walk throughs and documentation in their daily lesson plans.

School rules will be reviewed daily with students and posted (visual references) in all classrooms and common areas Use monthly Commitment to Character and grade level guidance lessons	Guidance Counselor weekly schedule

Discipline Goal – Other (as needed) Please ensure that your goal is written as a SMART goal.	
Specify	

20% decrease of out-of-school suspensions for all students as measured by end of year suspension data	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Pre-school meeting to share last year's success of exceeding our goal to reduce OSS by 55%. Review discipline flow chart and remind teachers of the successful steps and alternatives to OSS such as parent conferences, Behavior Prevention Parent Nights, detention, mediation by counselor or administration, and parent shadowing.	Review of OSS data at MTSS/SBLT meetings

🔷 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.

Small group differentiated instruction, one-on-one instruction, STARS, after school tutoring and enrichment (Promise Time), and Intensive Tier 2 and Tier 3 interventions in phonics, phonemic awareness, vocabulary, fluency and/or comprehension are provided. Reading and math progress monitoring data for L25 students is monitored at PLC's, MTSS and data meetings.

Early Intervention / Extended Learning Goal
Please ensure that your goal is written as a SMART goal
70% of all L25 students will demonstrate an increase toward reading and math proficiency at each assessment cycle leading to an increase in proficiency levels on the FSA.

Actions / Activities in Support of Goal	**Evidence to Measure Success**
Reading L25 students will receive Guided Reading and Intensive Tier 2 instruction daily.	Monthly progress monitoring data (Grades K-2 Oral Reading Fluency, Grades 3-5 DAZE)

Math L25 students will receive small group Intensive Tier 2 math instruction weekly	Monthly progress on STMATH

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	48	% with advanced degrees	35.4
% receiving effective rating or higher		% first-year teachers	2.1
% highly qualified (HQT)*	0	% with 1-5 years of experience	31.2
% certified in-field**	100	% with 6-14 years of experience	41.7
% ESOL endorsed	50	% with 15 or more years of experience	25

*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.

Throughout the school year, the principal and assistant principal provide support through observations and feedback in efforts to retain our highly qualified teachers. Additional support and coaching is also provided from an on-site RtI coach, part time reading and math coaches, and Just in Time Science Coach. The assistant principal assigns mentors to teachers new to a grade and teachers with 3 years or less experience. She provides monthly support meetings throughout the school year. Administration closely observes substitute teachers and level three interns through walk-throughs and observations to consider for future teaching positions.

SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Anairam	Zemaitis	Hispanic	Parent
Michael	Waddell	White	Business/Community
Bernita	Franklin	Black	Parent
Alice	Favors	Black	Business/Community
True	Tran	Asian	Support Employee
Rebecca	Moore	White	Principal
Lori Ann	DiPenta	White	Support Employee
		Select	
		Select	
		Select	

SAC Compliance

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

☒ Yes	☐ No (Describe the measures being taken to meet compliance below.)

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

☒ Yes	☐ No	Committee Approval Date:

SBLT / MTSS Leadership Team

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

☒ Yes	☐ No	Chairperson: Jacqui Oester

State Days / Intervals that Team meets below.
Wednesday/ weekly

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.

The funds will be used to purchase supplemental materials and incentives that support the strategies developed in the School Improvement Plan, Parent Involvement Plan, and Title I budget.

Use this space to paste budget, if desired.