



School Improvement Plan 2017-18

Fuguitt Elementary School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



School Profile

Principal: Kathlene Bentley	SAC Chair: Linda Steenberge
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School Vision	The vision of Fuguitt Elementary is 100% student success!
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School Mission	The mission at Fuguitt Elementary is to "Prepare tomorrow's leaders today."
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
562	1.4	19.9	12.8	5.2	60.5	.2

School Grade	2017: B	2016: B	2015: C	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	45	45	45	48	58	67						
Learning Gains All	59	58	58	65								
Learning Gains L25%	62	51	60	41								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Kathlene	Bentley	FT	4-10 years
Assistant Principal	Kim	Short	FT	4-10 years
Curriculum Specialist	Laura	Johnson	FT	1-3 years
School Counselor	Angela	Warner	FT	4-10 years
Total Instructional Staff:	51		49	



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).

Students are taught the School wide Guidelines for Success by their teachers who infuse CHAMPS with our seven habits lessons at the beginning of the year to teach school wide expectations and common area expectations.

We embed the Covey Leader in Me Program into daily learning where students understand the impact they have on their learning and learning how to tap into their own leadership abilities.

Fugitt Elementary School’s Guidelines for Success based on Covey's 7 Habits of Happy Kids:

1. Be proactive
2. Begin with the end in mind
3. Put first things first
4. Think win-win
5. Seek first to understand, then to be understood
6. Synergize
7. Sharpen the saw

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?

Our School Wide Behavior Plan reflects the 7 Habits as followed in our Leader in Me Program. It is reviewed annually by all stake holders and revised during the summer. The Discipline Committee will review the revision and it will be presented to the staff during pre-planning days. The first ten days of school our teachers use CHAMPs lessons in conjunction with the first Covey principle, Be Proactive to teach the school wide expectations. Our School Wide Behavior Plan lists specific behavior incidents and the steps for staff to follow addressing the behavior. The school wide behavioral system incorporates the principles of The Leader In Me program which transfers to individual classroom behavior plans. We monitor the implementation by reviewing data regularly and noting discipline disparities.

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.

SIP goal teams meet monthly to review the SIP. The staff is reminded that the SIP is a fluid document to be updated and modified to meet the needs of our school and reflect the adequate use of resources. The MTSS meets weekly. Both academic and behavioral data is reviewed by the team and shared with teachers. Interventions being implemented are reviewed and adjusted during monthly data chats where teachers and hourly teachers joining the MTSS. How the core curriculum is being delivered and with fidelity is monitored regularly by administration, through walk-throughs, observations, PLC’s and MTSS meetings. MTSS meetings the data gathered for delivery of core instruction is reviewed. We look for data trends to rule out reasons why a group of students might be struggling. If the data and walk through information points to a lack of fidelity in core instruction this is addressed. At our monthly staff and curriculum meetings administration reviews the importance of a strong delivery or core instruction to all students. This ties into our SIP goal of differentiating instruction even within the core for all Tier 1 students. Tier 2 academic

interventions are used for students identified by deficient scores on formative and common assessments. Teachers will implement Tier 2 interventions for each student needing them and monitor progress, using a progress monitoring tool appropriate for the intervention selected. Progress monitoring data will be collected for all students receiving interventions in tier 2 groups and compared with others as well as in relation to grade level expectations. Data will be graphed and discussed at SBLT. Tier 3 Academic interventions will be used for students not meeting expectations within Tier 2 interventions. If a student is not making adequate progress with Tier 2 interventions, the interventions being used will be adjusted, or the student will be moved to Tier 3 Problem Solving. Tier 3 intervention plans are monitored closely by the MTSS and follow up meetings are scheduled on a regular basis until interventions are successful.

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?

Our school counselor meets with students regularly. The groups are based on student needs, identified by teachers, SBLT, staff members, family, or community. Varying strategies are used to support these students. Some reasons students meet with the counselor or are in a group with her are because of divorce in the family, anger issues, death of a family member. The problem-solving process we use is first identify and define the problem, generate alternative solutions, evaluate and select an alternative then implement and follow up on the solution. To evaluate the effectiveness of the intervention strategies, we look at whether there is improvement, does it have negative long-term consequences, is it affecting the student’s motivation to learn, is it an effective use of time and is it backward or forward? Meaning, does it focus too much on what the student did and not enough on what the student will do from this point forward. Some barriers include having specific strategies readily available for teachers/students and finding the appropriate balance between benefit and lack thereof for the student’s well-being. Many of these strategies include services from our guidance counselor, school social worker, and school psychologist. The Pack a Sack Program is available for providing additional food for use at home by students in need. Recess is used to meet physical, social and emotional needs and is provided daily for students in all grades. Several teachers in the upper grades use Class Dojo points to recognize appropriate student behavior and identify students consistently exhibiting difficulty meeting classroom expectations.

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 meets weekly with MTSS Team. SIP goals are shared in the school data room and reviewed weekly during MTSS meetings and during Data chats. Performance Matters, School Dashboard, FOCUS, student Office Referrals, Excessive Absence Referrals, and AIMS web graphs are used as data sources. The teams identify resources and processes for managing data, reviews both academic and behavior data, reviewing and revising the resource map for interventions and strategies available on site. The team plans for modifications of instructional strategies and interventions for students. SIP goal committees meet monthly to review the SIP and share progress across content areas. SIP goal managers upload the notes from their SIP team's meeting into the Fuguitt folder on our server with access for all staff members. We begin by reviewing data from the end of last year at the beginning of this school year. Teachers will implement Tier 2 interventions for each student in Tier 2 and progress monitor them using the progress monitoring tool tied to the intervention. Data will be graphed and discussed at SBLT. If a student is not making adequate progress, interventions will be adjusted or the student will be moved to Tier 3 Problem Solving. Tier 3 intervention plans are monitored closely by the MTSS and follow up meetings are scheduled on a regular basis until interventions are successful. Our goal is also to decrease student absences by 5%. This will be done through consistent bi weekly Child Study Team Meetings including administration, school counselor, and the school data management technician. We will look for students that have missed

10% or more of school and identify trends for absences. We will make sure attendance codes are being used accurately.

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?

Fuguitt Elementary is a Covey Leader in Me school. Great emphasis is placed on following the seven leadership habits to reach individual and school wide goals. During PLCs /MTSS meetings data is analyzed and instructional strategies are discussed and assigned based on the individual needs of students. Through ongoing professional development and PLC conversations our leadership team monitors that high expectations are in place for all students. Learning activities are planned collaboratively with grade level teams. The utilization of Marzano strategies by teachers provide students with more time to talk and to reflect upon their learning. The teachers are also held accountable for providing ongoing feedback to students regularly through responding in journals and having student conferences. Teachers utilize district curriculum and content guides aligned with Florida Standards as the core for planning instruction. Administrators will monitor alignment of planned instruction with the standards. Daily classroom walkthroughs, informal observations, and formal observations conducted by administrators will ensure that instruction aligns to the standards. Pinellas County Schools provides curriculum guides, which outline the standards. Monthly meetings are held to provide support to teachers and specialists. Grade levels plan together in which the Curriculum Specialist and principal attends. Administrators do weekly walk through of the classrooms and monitor lesson plans. For students not meeting proficiency/target goals we look at the % of students needing a different instructional strategy of delivery or program. If the number of students is less than 20% individual/group plans are developed (tier 2). If more than 20% are not meeting proficiency/targets goals then a tier 1 approach is taken. Students scoring in the lowest 25% will be offered after school tutoring through Promise Time. The focus will be based on reading and math interventions using i-Ready program and small group instruction. The after-school STEM Clubs led by four of our teachers will take place one hour a week after school.

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?	
All teachers will implement school wide Tier 1 plan for behavior with fidelity to decrease the number of behavior incident reports by 50% and eliminate loss of instructional time.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The staff will receive training in Restorative Practices and our School Wide Behavior Plan. Restorative Practices training will include the use of the different kinds of circles, and the various levels of support. The SWBP training will focus on our guidelines for success and levels of misbehavior.	The Restorative Practices 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.	
We will eliminate the discipline and learning gaps between Black and Non-black students by 20% in our school. 1.41 % is the current risk ratio for a black student to receive a discipline referral and 4.2% to receive an Out of School Suspension. We will do this by building more culturally responsive classrooms schoolwide.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Provide professional development on Restorative Practices to ensure all staff members have the skills to be culturally responsive and interact effectively with students by building relationships. This will be monitored through PLC conversations, walk thoughts and reviewing data.	All staff

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?

We had our largest Learning Gains in the lowest 25% of ELA and Math. Our learning gains in ELA for the lowest 25% increased from 51% to 62%. The learning gains of our lowest 25% for Math increased from 41% to 60%. We utilized data from our Common Assessments and ultimately the Florida Standards Assessment to determine and measure academic 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?

By the spring of 2018, it will be evident that all classroom teachers are teaching Florida Standards using differentiated instruction and classroom circles to increase the rigor of instruction. The desired outcome is fewer students moving into Tier2 and Tier3 categories and an increase in effective core instruction with students showing growth and progress through ongoing progress monitoring, formative assessments, and MAP testing. Ongoing professional development will be provided on Restorative Practices differentiated instruction during monthly curriculum meetings, SIP PLC’s, and grade level PLC’s. Grade levels will plan together regularly including the strategies identified in the SIP in their lesson plans. Administrators will conduct ongoing walk-throughs of classrooms using iObservation and the Administrator Quick Glance Guide. Lesson plans are reviewed by administrators. Data is reviewed at the end of each month by looking at iObservation reports during Administrative Team Meetings.

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

Teachers use formative assessments which are mostly teacher created and informal in nature to monitor student learning. Teachers use the county provided exemplar scales along with scales they create on their own or as a team as the year progresses. Small groups are adjusted based on this data and differentiated instruction delivered to meet the needs of individual learners. Restorative practice strategies will be used consistently including curriculum circles. The desired outcome is fewer students moving into Tier2 and Tier3 categories and an increase in effective core instruction with students showing growth and progress through ongoing progress monitoring, formative assessments, and MAP testing. Ongoing professional development will be provided on Restorative Practices differentiated instruction during monthly curriculum meetings, SIP PLC’s, and grade level PLC’s.

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).

We monitor individual and grade level data regularly paying close attention to students that have been retained or are older than grade appropriate age. Students identified as high risk are provided additional support as needed throughout the year whether it is through the student services team or assignment of a mentor. The school counselor arranges visits to the middle schools our students will attend or makes arrangements for their sixth grade school counselor to come and visit our fifth grade students. Kindergarten students that attended Pre-K, we utilize the Bright Beginnings assessment data and for those that have not attended Pre K, we utilized the FLKRS data the first month of school.

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?	
Use collaborative planning consistently- Teachers will have adequate and regular times to meet as a grade level to plan and for weekly PLC's to develop lessons from the Florida Standards.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
NWEA-MAP- Teachers will analyze class and grade level data specifically the item analysis.	Kathi Bentley, Kim Short, Laura Johnson, & Classroom 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?	
Increase the level of student engagement across core content subjects by consistently using restorative practices including morning meetings and academic circles.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Classroom walk-throughs, MAP data	Kathi Bentley, Kim Short, Laura Johnson, & Classroom Teachers
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
Teacher will use differentiated instruction to meet the needs of all learners by identifying students through teacher observations and the use of formative assessments.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Teachers will regularly review student data by reviewing formative assessment data and tickets out the door.	Teachers, Kathi Bentley, Kim Short, Laura Johnson



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.

One area for growth is to have teachers observe other teachers and tie it into PLC discussion. We will provide times for teachers to observe best practices already in practice at our school. During staff meetings and included in weekly bulletins the administration team includes pictures of best practices aligning with the SIP. Our hospitality committee works closely with our school administrators to arrange school wide staff activities encompassing Covey’s seven leadership habits while bringing together the total staff. Our staff painted rocks together with every individual creating a rock that symbolizes something important personally and the rocks were placed in our butterfly garden. A bulletin board in the main hallway is devoted to staff interests and facts. This is an example for our students of the importance of recognizing differences and using synergy to work as a team. Administration works closely with the team leaders to deliver information fairly and consistently to teams.

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.

Each grade level has a common planning time due to our block schedule. The teams meet weekly in grade level PLC’s to plan. Administrators, our math intervention teacher, or visiting staff developers attend the PLC’s to help with planning. After each round of common assessments, a Data Chat is held for each individual grade level during their common planning time. Data is reviewed by class and grade level.

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 focus of professional development this past year was on differentiating instruction and effectively organizing for learning. We had a school wide book study providing teachers time to learn more about the goal and expectation of differentiating instruction across all subjects. This book study was built into curriculum meetings and staff meetings allowing all teachers to participate in the training. This year we will have another book study utilizing a book from the Marzano series aligned to the appraisal system.

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?
Grade Level District Training	Pre-School	All Teachers	Understanding of grade level expectations
Restorative Practices Training	Pre-School	All Teachers	Understanding of common way of work while building capacity.
Targeted Reading and Math training	Summer	Teachers	Implement new strategies.
MAPs	Curriculum Mtg.	Teachers	Understanding of new MAP assessments

Marzano	Continuous	Teachers	Understanding of Appraisal System
FLKRS	1 st and 2 nd week of August	K Teachers	Planning and Preparing for FLKRS administration; Walking through computer use, set up for test, and skills for students during the test with keyboarding practice
Better than Carrots or Sticks Book Study	10/17-1/18	All teachers k-5	Book Study to be used at start of Staff meetings and Curriculum Meetings



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).

Title I provides each student at Fuguitt Elementary with an agenda planner to allow consistent communication between home and school. Parents are encouraged to communicate with the teacher using the planner and the teacher has the ability to respond in writing, by phone or email. Information is posted on our school website and families are encouraged to become a part of our school community by participating in committees and attending functions sponsored by the school. Parents are invited to attend conferences with the teachers to stay up to date on their child's academic and social growth. Monthly newsletters, messages on the school marquee, fliers advertising family functions, personal phone calls and School Messenger are used to communicate with stakeholders.

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.

Our school provides trainings for families during Family Fun Nights to share strategies and tools that can be used at home to support student learning. At the beginning of the year we share with families our school data during our Title One Annual Meeting. Our Connect to Success program provides students with computers to use at home accessing academic resources that support learning.

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 type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>

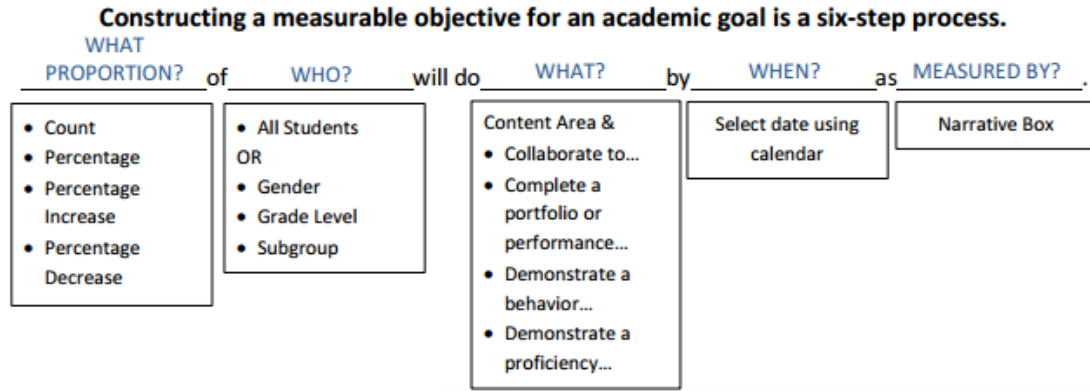
*Note: Please use your own school data resources or best estimates in completing this inventory.

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: Our primary goal to build stronger connections with families and to link these efforts to student learning outcomes is to make sure student assignments and expectations are presented to families in a “parent friendly” manner.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Teachers will provide information in both written and verbal form at the beginning of the year during Open House and parent conferences of ‘parent friendly’ directions and expectations for the assignments their child will be completing. We will also hold parent trainings throughout the year dealing with supporting academic learning.	Kathi Bentley- principal Kim Short- assistant principal All staff
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?	
Our primary goal and strategy is to increase our school’s involvement in the community and our families’ involvement with our school.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Delivering weekly automated school messenger phone calls informing parents of upcoming events, deadlines, activities, and educational programs.	Kathi Bentley- principal Kim Short- assistant principal All staff
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



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:
To increase the percentage of students scoring at proficiency level or higher on the 2018 Florida Standards Assessment (FSA) from 45% to 57%, the percentage of students making learning gains from 59% to 60%, and the percentage of students in the lowest 25% making learning gains from 62% to 65%.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Teachers employ instructional methods (shared reading, read-aloud, multi-media, etc.) to introduce new concepts, review, practice, and deepen knowledge to teach the complexity of knowledge.	Review of Lesson Plans, PLC notes, and walk through data by administration. Common assessment data, ongoing Formative and Summative assessments, and Florida Standards Assessment data.
Teachers meet frequently with students in one-to-one conferences to support students' individual needs.	Review of Lesson Plans, PLC notes, and walk through data by administration. Common assessment data, ongoing Formative and Summative assessments, and Florida Standards Assessment data.
Istation is used regularly to assess student growth in ELA.	Administration and teachers review Istation data regularly to see student usage and to monitor usage for fidelity.

Mathematics Goal	Goal Manager:	
To increase the percentage of students scoring at proficiency level or higher on the 2017 Florida Standards Assessment (FSA) for Mathematics from 45% to 62%, the percentage of students making learning gains from 59% to 65%, and the percentage of students in the lowest 25% making learning gains from 62% to 65% through the utilizing data to differentiate and scaffold instruction in order to meet the needs of every student.		
Actions / Activities in Support of Math Goal	Evidence to Measure Success	
<p>Teachers and instructional leaders analyze summative data (FSA and MAP), by individual class and across each grade level, breaking down results by standards and/or domain.</p> <p>Teachers integrate opportunities for student conversation during math block including use of manipulatives, talk moves, circles, error analysis, whole group ST Math lessons, number talks, sharing of journals to increase student engagement and develop students' conceptual understanding of math concepts</p>	<p>Review of Lesson Plans, PLC notes, and walk through data by administration. Common assessment data, ongoing Formative and Summative assessments, and Florida Standards Assessment data.</p> <p>ST Math Data</p>	
Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress.	Review of Lesson Plans, PLC notes, and walk through data by administration. Common assessment data, ongoing Formative and Summative assessments, and Florida Standards Assessment data.	

Science Goal	Goal Manager:	
Increase the number of students achieving proficiency from 58% to 73% as measured by Science Standards Assessment.		
Actions / Activities in Support of Science Goal	Evidence to Measure Success	
<p>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.</p> <p>Identify dates and schedule a Science Coach to provide PD for all teachers in implementing the 10-70-20 model with fidelity.</p>	<p>County Common Assessments, teacher designed formative assessments, State test of Science Florida Standards</p>	
<p>Confirming the Learning through the use of Success Criterial (students tracking their own learning) and Teacher/Student conferencing.</p> <p>Teachers will complete pre-assessment at the end of the slag and the post assessment quiz to identify needs and trends in data.</p>	<p>County Common Assessments, teacher designed formative assessments, State test of Science Florida Standards</p> <p>Data from end of unit assessment quizzes, science lab data and diagnostic data</p>	

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: STEM	Goal Manager: Katie Davies
The STEM club will be used to enrich student knowledge and understanding of math and science. Students of varying academic levels will be chosen in grades 1 st -5 th to participate and increase their performance on state, formative, and district county assessments. Our expectation is that by the end of this school year these students score a Level 4 or above on the Math FSA and Science NGSSS assessments.	
Actions / Activities in Support of Goal	Evidence to Measure Success
STEM club teachers will utilize innovative instruction that promotes higher order thinking skills and a greater depth of knowledge.	Science and Math County Common Assessments, MAP assessments, teacher created formative assessments, state assessments

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy School	Goal Manager: Ann Rasmussen
Healthy School Goal - Work towards Bronze Level recognition with the Alliance for a Healthier Generation.	
Actions / Activities in Support of Goal	Evidence to Measure Success
In 2016-17, our school was eligible for national recognition in <u>6 out of 6</u> Alliance for a Healthier Generation’s Healthy Schools Program Assessment modules. For 2017-18, 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. Target for 2017-18, is to become eligible for national recognition in <u>6 out of 6</u> Alliance for a Healthier Generation’s Healthy School Program Assessment Modules and apply for national recognition.	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.

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: Kim Short, Assistant Principal
To close the achievement gap by increasing the percentage of Black students scoring at proficiency level or higher on the 2018 Florida Standards Assessment (FSA) ELA from 40% to 57% and on the FSA Math from 31% to 62%.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Consistent use of Restorative Practices through the use of Daily meetings and academic circles	MAP data, formative assessments, Florida Standards Assessments.
Review data regularly of Black/African American students at PLC's to monitor student growth.	MAP data, formative assessments, Florida Standards Assessments.

Subgroup Goal (ELL)	Goal Manager:

Actions / Activities in Support of ELL Goal	Evidence to Measure Success

Subgroup Goal (ESE)	Goal Manager: Doreen Sloan
To close the achievement gap by increasing the percentage of ESE students scoring at proficiency level or higher on the 2018 Florida Standards Assessment (FSA) ELA from 0% to 50% and on the FSA Math from 5% to 50%.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Review data regularly of ESE students and assign struggling students a staff member to mentor and support their academic learning by using mentoring strategies such as being a good example, providing problem solving strategies, encouraging excellence, listening and supporting, and offering challenging opportunities to help move our students to the next level.	MAP data, formative assessments, Florida Standards Assessments.

Subgroup Goal (Gender)	Goal Manager: Kim Short/Kathi Bentley
Enter Goal Name	
Boys Student Achievement	

Actions / Activities in Support of Goal	Evidence to Measure Success
Students are provided with variety of Voice & Choice, directions are simple and clear with regular opportunities for hands-on projects and flexible groupings, independent reading process includes choice in texts, variety of materials that reflect students' personal interests and talents.	MAP data, formative assessments, Florida Standards Assessments.

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)			42	50	28				
Students with excessive absences / below 90 %	19	14	32	25	20				
Students with excessive behavior / discipline**	4	2	1	6	6			44	
Students with excessive course failures**	5	21	21	29	48				
Students exhibiting two or more Early Warning indicators	4	2	1	16	16				

*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.	
Increase the daily attendance of students during the 2017-18 school year to a minimum of 95% by regularly tracking and reviewing attendance data during Child Study Team meetings.	
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
Fuguitt's school wide daily attendance will be reviewed regularly by the Child Study Team with parent contact first being made by the classroom teacher when a child is absent without a parent or doctor's note. Implement ongoing reward system to recognize students on a monthly basis for perfect attendance. Administration and teachers will utilize positive reinforcement measures to recognize improvement of attendance such as notifying parents and recognizing students on our morning show.	Daily attendance as recorded on FOCUS

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
Our school wide discipline goal is to reduce the number of students receiving referrals from 44 to 39 and to decrease out of school suspensions from 4 to 0.		
Actions / Activities in Support of Discipline Goal		Evidence to Measure Success
Review of the school wide behavior plan at the beginning of the year during pre-school with all staff members and ensure that all teachers have a well-defined classroom management plan. Our school and classroom behavior plan will be focused on the 7 Habits from the Leader in Me.		Number of incident reports and office referrals
Restorative Practices training at the beginning of the year with the staff and use of restorative practices consistently by all staff throughout the year.		Number of incident reports and office referrals after first infraction.
Actions / Activities in Support of Discipline Goal		Evidence to Measure Success

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

EWS – Academic Intervention

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

We will use Performance Matters and FOCUS to identify targeted students needing additional support.

Early Intervention / Extended Learning Goal	Please ensure that your goal is written as a SMART goal.
Goal: Increase the number of students participating in the after-school tutoring from 75 to 125 students at Fuguitt Elementary for students identified as struggling based on standardized test scores. Tutoring will begin in August 2017 and end in May 2018.	

Actions / Activities in Support of Goal	Evidence to Measure Success
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<p>Students will be identified by the assistant principal, SBLT, and classroom teachers to take part in the Extended Learning Program held at Fuguitt Elementary. The ELP will take place Tuesday, Wednesday, and Thursday each week with a focus being on reading and math. Letters will be sent home inviting the students to participate in the Extended Learning Program.</p>	<p>Ongoing iReady assessments which will be administered during participation in the after-school tutoring program, MAP data and Florida Standards Assessment data.</p>

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	48	% with advanced degrees	31
% receiving effective rating or higher	100	% first-year teachers	2
% highly qualified (HQT)*	100	% with 1-5 years of experience	15
% certified in-field**	100	% with 6-14 years of experience	37.5
% ESOL endorsed	60.4	% with 15 or more years of experience	45.5

*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.

A partnership exists with local universities to provide pre-service teachers with observation and practicum experiences in our school, in an effort to identify viable candidates for future openings. Mentors are assigned to new teachers to provide ongoing support. Professional development is differentiated to meet the needs and interests of teachers. Resources are provided as needed to support teachers in their ongoing work with students. Providing a supportive and engaging

environment for teachers is a priority. Throughout the school year, the principal and assistant principal provide support and feedback through observations and walk throughs in efforts to retain our highly qualified teachers. Mentors are assigned to teachers new to a grade level and with less than three years teaching experience. Monthly support meetings take place with the teacher and mentor. Administration observes intern teachers and substitutes for consideration for future teaching positions. We search for highly qualified minority instructional staff including black and Hispanic by advertising the open position and screening applicants.

 **SAC Membership**

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Kathlene	Bentley	White	Principal
Morgan	Perry	Black	Business/Community
Linda	Steenberge	White	Parent
Kim	Short	White	Other Instructional Employee
Lori	Roberge	White	Business/Community
Gigi	Charles	Black	Support Employee
Cris	Bentley	Hispanic	Business/Community
Rica	Logan	White	Parent
Katie	Davies	White	Teacher
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

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>
To be approved at SAC meeting for compliance.	

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: TBA
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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: Angela Warner
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Please state the days / intervals that your team meets below.

We meet as a team bi-weekly on Thursday morning.

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.

All funds will be spent on training and instructional materials to support our Restorative Instructional Practices, including literature to support culturally relevant classrooms.

Amount of SIP funds is \$2,928.65