Executive Summary of **San Jose Elementary School Improvement Plan for 2014-15**

San Jose Elementary School has 470 students grades Prek to 5th, two administrators, 41 teachers, and 30 staff members. The mission **of San Jose Elementary** is to create a safe environment which promotes academic excellence through the partnership of students, parents, staff and community.

**To accomplish this mission, San Jose has 6 Goals:**

1) The percentage of students meeting proficiency will exceed the state proficiency rates (due to the transition to a new state test with a different measure we are unable to compare proficiency levels and set a % goal).

2) Increase number of students receiving a score equivalent to 3.5 or higher on the Florida Standard Assessment.

3) Increase student performance in Mathematics from 51% to 75% as measured on the Florida Standard Assessments.

4) Increase Student Performance in Science from 44% to 65% as measured on the Florida Statement Assessments.

5) Implement two STEM Academies after school

6) In reading, the percentage of black students meeting proficiency on the FSA test will be increased to 55%. In math, the percentage of black students meeting proficiency on the FSA test will be increased to 52%.

**The core instructional and monitoring strategies included in our action plans are:**

**The core instructional strategies included in our action plans are: Target standard based instruction (Core Curriculum)-**

\* Set and communicate a purpose for learning and a learning goal in each lesson-Determine Lesson:

\*Is aligned with a course standard or benchmark and to the district/school pacing guide

\*Begins with a discussion of desired outcomes and learning goals

\*Includes a learning goal/essential question

\*Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question

\*Focuses and/or refocuses class discussion by referring back to the learning goal/essential question

\*Includes a scale or rubric that relates to the learning goal is posted so that all students can see it

\*Teacher reference to the scale or rubric throughout the lesson- Determine:

\*Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes

\*Student readiness for learning occurs by connecting instructional objectives and goals to students’ background knowledge, interests, and personal goals, etc.

\*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur

 Implement high yield strategies- Provide formative assessments to inform differentiation and instruction- Evidence of:

Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks

The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks

Students are provided with appropriate scaffolding and supports to access higher order questions and tasks

 Increase student engagement-Differentiate Instruction- Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level

\*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)

\*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners \*Teachers provide small group instruction to target specific learning needs.

\*These small groups are flexible and change with the content, project and assessments

\*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.

**Professional Development-** Efforts include the use of the literacy team to train and guide teachers in differentiating and scaffolding instruction and having Teachers meet in Professional Learning Communities (PLC’s) to conduct data chats regularly to review student responses to tasks and plan for instruction based on data. Embedded math training held in the fall. LLC led training throughout the year. We will offer a book study on children with Autism to help staff learn more about the disability and assist with ESE hour requirement.

**Parent Involvement**-We have had average parental involvement at school wide events. We are looking to increase this by offering additional workshops that will teach parents ways to help their students at home and giving them the resources to do this. In the past, we have had very limited involvement at PTA/SAC meetings. We moved our PTA/SAC meetings to right after school and we offer free child care. This has increased attendance at PTA/SAC meetings and increase family involvement.

We also keep provide a monthly newsletter and up to date website with all important information. Administration and Community Involvement liaison speak at local forums to promote school and connect with community and neighborhood, participation in community and city events. Quarterly Principal meetings with the city of Dunedin

For more information and up to date information please visit our website at www.sanjose- es.pinellas.k12.fl.us