

School Improvement Plan

2015-2016

Gulf Beaches Elementary

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Superintendent



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2015-2016

School Improvement Plan

PART I		CURRENT SCHOOL STATUS
Section A		School Information
School Name Gulf Beaches Elementary	Principal's First Name Robert	Principal's Last Name Kalach, Jr.
School Advisory Council Chair's First Name Jane	School Advisory Council Chair's Last Name Shim	

SCHOOL VISION - What is your school's vision statement?

The vision of Gulf Beaches Elementary Magnet School is 100% student success.

SCHOOL MISSION - What is your school's mission statement?

The mission of Gulf Beaches Elementary Magnet School is to educate and prepare each student for college, career, and life.

SCHOOL ENVIRONMENT

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

GBEMS is in our second year of operation. We have established a school culture that embraces all families, children, and the St. Pete Beach community as stakeholders. Our school features a "Personalized" Learning approach that challenges students to engage in rigorous courses of study in a blended environment, based upon the Florida State Standards for student learning expectations and to utilize the tools of our "one to one" issuance of student digital devices (iPads).

Describe how the school creates an environment where students feel safe and respected before, during and after school.

At GBEMS, we have adopted a Positive Behavioral Support, (PBS) approach that forms the basis of establishing, modeling, and maintaining school wide expectations: "FINS UP for Success!!"

Describe the school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced.

At GBEMS, we have created and adopted the following Guidelines for Success (GFS):

"FINS UP for SUCCESS!!"

F - erocious Learners

I - nnovative

N - ice

S - elf Control

U - nderstanding

P - ositive

Additionally, each classroom and specialist class will create specific expectations and rules that will support the GFS and needs of

student learning within their classrooms.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

At GBEMS, we have resource services to support students through an itinerant school Social Worker, School Psychologist, School Nurse, and a full time VE Resource Teacher and RtI/MTSS Staff Developer.

To coordinate these support services, GBEMS will utilize a School Based Leadership Team (SBLT) comprised of the above mentioned personnel along with representation of school administration and Instructional Staff.

PART I **CURRENT SCHOOL STATUS**

Section B **School Advisory Council (SAC)**

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

Add Member
Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Jane	Shim	Parent

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

At this time, the only student assessment data we have received is for FCAT Science 2.0. 64% of our fifth grade students earned a score of 3, 4, or 5 on the FCAT Science 2.0 Assessment. All third and fifth grade students were promoted to the next grade level. Successful implementation of Common Core Units of Study through collaboration with content area coaches (ELA, Math, Science, and Social Studies). Successfully established and implemented Positive Behavior System

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Last year, school improvement funds were used to purchase leveled readers to support the english language arts curriculum. The total amount budgeted and spent was \$1,400.

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

The primary role of the School Advisory Committee (SAC) for GBEMS is to review the goals for establishing successful student achievement, processes of implementation towards achieving the stated goals, and to provide support for the School Improvement Plan (SIP). The SAC will meet at regularly scheduled meetings as a forum for reporting on progress related to the SIP and to allow for an open environment for input and feedback.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

The SAC of GBEMS will meet regularly as scheduled by the committee. As an advisory and support entity, the SAC of GBEMS will seek to secure the resources to promote our school's Vision and Mission.

PROJECTED USE OF 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.

Allocated funding will be utilized to support the goals stated in the SIP to include, but not limited to securing: Materials and Professional Development.

Amounts allocated to be determined.

STATUTORY COMPLIANCE -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC? Yes No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

- Advertised membership recruitment notice on the school’s website
- Advertised membership recruitment notice on the school’s outdoor marquee board
- Distributed flyers with membership recruitment notice to all students and families enrolled
- Made strategic phone calls and personal contact to specific families encouraging membership

PART I **CURRENT SCHOOL STATUS**

Section C **Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL			
First Name Robert	Last Name Kalach, Jr.	Email Address kalachr@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 10	# of Years at Current School 2
Certifications (if applicable)			

ASSISTANT PRINCIPAL #1			
First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

ASSISTANT PRINCIPAL #2			
First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

PART I **CURRENT SCHOOL STATUS**

Section D **Public and Collaborative Teaching**

INSTRUCTIONAL EMPLOYEES

of instructional employees: 22

% receiving effective rating or higher: 100

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100

% certified infield, pursuant to Section 1012.2315(2), F.S.: 100

% ESOL endorsed: 77.3

% reading endorsed: 18.2

% with advanced degrees: 22.7

% National Board Certified: 0

% first-year teachers: _____

% with 1-5 years of experience: 11

% with 6-14 years of experience: 8

% with 15 or more years of experience: 3

PARAPROFESSIONALS

of paraprofessionals: 0

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): _____

TEACHER RECRUITMENT AND RETENTION STRATEGIES

Describe your school's strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.

As a newly formed magnet school, GBEMS has actively advertised and interviewed only "Highly Qualified" candidates with background experiences of successful demonstration of teaching skills recognized as meeting and exceeding performance standards along with specialized endorsements of Professional Development and higher degrees of education.

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

GBEMS has adopted a process of collaborative team planning to support curriculum design and development with specific emphasis on the theme of "Innovation and Digital Learning". As a condition of assignment, all potential and current staff members of GBEMS have accepted "Above and Beyond" commitments to the school in the following areas: Acceptance and follow through to complete Professional Development as identified; Attendance and participation in additional extracurricular school functions and events to support the school and student achievement; Acceptance of the elements of the Marzano appraisal system.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

For teachers new to Pinellas County Schools or GBEMS, there are two identified accomplished Instructional Staff members that have been trained to support those employees to successfully establish themselves at our school. Planned activities may include: Introduction to staff and community, lesson planning, classroom management techniques, familiarization with school wide processes and procedures, etc.

PART I

CURRENT SCHOOL STATUS

Section E Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (Rti)

PROBLEM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

GBEMS will utilize the SBLT to meet with individual Grade Level Teams and teachers to discuss student performance data for both academics and behavior. Based upon identified needs, a problem solving process will be implemented to clearly state the rationale of

the concerns and action steps to support the desired measurable improvements.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member

Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Robert	Kalach	Principal
Natalie	Baker	Instructional Staff Developer/MTSS
Cody	Piland	Library Media/Technology Specialist

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

Weekly Team Professional Learning Communities (PLC), monthly data review meetings, scheduled meetings with teachers based upon identified needs/concerns.

DATA SOURCES AND MANAGEMENT SYSTEMS - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

Data sources to include, but not limited to: Teacher created assessments, district assessments, state assessments, attendance records, discipline referrals.

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

Embedded within planned PLC and Staff meetings. The elements of MTSS will be highlighted and emphasized.

PART I **CURRENT SCHOOL STATUS**

Section F **Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

GBEMS follows the expectations as described within the Florida State Standards. Core instructional materials are the Harcourt Houghton Mifflin adoptions provided by the district. Fidelity checks and walkthroughs are performed weekly by members of the Administrative Team for both instruction and lesson plans. Teachers are expected to provide a viable, standards-based curriculum to their students. They are also expected to stay on pace with the guidelines set by the county content departments.

DIFFERENTIATED INSTRUCTION - Describe how your school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Following the steps of implementing MTSS, students will be provided support and personalized learning interventions for their highest possible achievement. Examples of interventions include eSpark's personalized curriculum for each student, ST Math, Making Sense of

Phonics, LLI, Jan Richardson's Guided Reading Routine, and Istation directed lessons.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Utilizing mobile devices to support and enhance classroom instruction

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

At GBEMS, each student will be issued an iPad device to support core instruction and specific elements of personalized learning.

Provide a description of the strategy below.

Each student will have access to the adopted textbooks on their iPads for instruction on and off campus. The tablet devices will have application programs (Apps) loaded to support additional learning supports for all academic areas. To support personalized learning, Apps will be loaded for individual student use as suggested by eSpark learning management system for ELA and Mathematics.

How is data collected and analyzed to determine the effectiveness of this strategy?

Students will take three MAP assessments throughout the school year; baseline, mid-year, and final. The data from these assessments will be provided to teachers via reports. Teachers will review and analyze the data in the reports and it will assist in driving their whole group and small group instruction. Student usage data will be collected by eSpark. Teachers will aim to meet the goal of 100% of their students meeting the expected weekly usage.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Classroom teachers and SBLT.

INSTRUCTIONAL STRATEGY #2

Strategy Type

Implementation of Marzano's goals and scales throughout the curriculum

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

The purpose of implementing Marzano's goals and scales is that is an expectation of the teacher appraisal/evaluation instrument.

Provide a description of the strategy below.

Teachers will collaboratively create scales, based on their curriculum standards. They will post these scales in their classroom where students can easily access them. Students will also track their progress through the scales. Teachers will keep note of which students are at which levels of achievement throughout the use of each scale.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be collected through observations of classrooms and through conversations with teachers and students about implementation. Analysis of observations and conversations will occur and thus will determine whether the implementation is considered effective.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Principal, LM/TS, MTSS Coach, Team Leaders

INSTRUCTIONAL STRATEGY #3

Strategy Type

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Provide a description of the strategy below.

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is/are the person(s) responsible for monitoring implementation of this strategy?

INSTRUCTIONAL STRATEGY #4

Strategy Type

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Provide a description of the strategy below.

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is/are the person(s) responsible for monitoring implementation of this strategy?

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Students attending GBEMS will be assessed utilizing standardized assessments provided by the district for each of the core subjects (ELA, Mathematics, and Science) three times during the school year. Student performance data will be shared with the student and their parents.

PART I **CURRENT SCHOOL STATUS**

Section G **Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member

Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Cody	Piland	Library Media/Technology Specialist	pilandc@pcsb.org
Natalie	Baker	Instructional Staff Developer/MTSS	bakerna@pcsb.org
Eliza	Suerte	Fourth Grade Teacher	suertee@pcsb.org
Catherine	Shields	Third Grade Teacher	shieldsca@pcsb.org
Emily	Steiner	Kindergarten Teacher	steinere@pcsb.org
Robert	Kalach	Principal	kalachr@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

The GBEMS LLT reviews the literacy material inventory of the school and what is available to students. The LLT provides additional resources and research on effective literacy strategies to the school via PLC's, email and Curriculum Meetings.

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

Continued support for implementation of eSpark, Istation, and Jan Richardson's Guided Reading Routine
 Support for the creation and implementation of Marzano's goals and scales within the ELA curriculum
 Ensuring teachers and students have access the to materials needed to enhance the curriculum

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PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section A **Area 1: English Language Arts (Reading)**

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
		30

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
		40

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White			
Black/African American			
Hispanic			
Asian			
American Indian			
English Language Learners (ELLs)			
Students with Disabilities (SWDs)			
Economically Disadvantaged			

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL

What is your school's reading goal? Provide a description of the goal below.

100% of third, fourth, and fifth grade students will meet and/or exceed the state and/or district average (whichever is higher) on the ELA Reading FSA.

Provide possible data sources to measure your reading goal.

Student results from:
FSA
District ELA Unit Assessments
Running Records

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers will plan and employ instruction and goals/scales based on Marzano's Taxonomy and instructional methods that introduce new content, review, practice and deepen knowledge.	<ul style="list-style-type: none"> • Administrators will support literacy implementation by providing feedback to frequent observations. • Teachers/Administrators will seek out Just In Time Training to address effective teaching methods for identified areas of need or interest. • Teachers will develop rigorous learning goals based on identified key standards.
Action 2	Plan to Implement Action 2

Teachers will utilize explicit, modeled instruction, guided practice through teacher support and feedback, and opportunities for independent practice, by utilizing gradual release model.	<ul style="list-style-type: none"> • Teachers will incorporate a variety of instructional opportunities for students to strengthen their foundational skills using complex text. • Teachers will provide opportunities for explicit vocabulary instruction, as well as determining the meanings of words using the context of the text. • Teachers will provide opportunities for students to grapple with vocabulary words across curriculum in reading, writing, speaking and listening.
Action 3	Plan to Implement Action 3
Teachers will regularly assess students (formally and informally) and utilize that data to modify instruction.	<ul style="list-style-type: none"> • Teachers will meet at PLC's (4 times each month) and participate in Data Chats with the SBLT (once a month), to review student responses to tasks and plan for instruction based on that data. • Teachers will use state and district provided assessments, along with observational data, anecdotal record keeping, and teacher created, informal assessments to monitor student progress. • Teachers will provide students with feedback based on data, conduct data chats, and support students with goal setting based on that data. • Teachers and students will utilize scales and rubrics aligned to the learning goal to track student progress. • Kindergarten teachers will administer the Naglieri gifted screening to all Kindergarten students.
Action 4	Plan to Implement Action 4
Teachers will use data to differentiate and scaffold instruction to increase student performance.	<ul style="list-style-type: none"> • Teachers will utilize Jan Richardson's Guided Reading Routine (and other small group strategies) to meet the unique needs of their students. • Teachers will use text sets, including informational and narrative, to guide students into increasingly challenging text. • Teachers will utilize web-based programs such as Istation and eSpark, to differentiate instruction and monitor student progress. • Teachers will meet frequently with students in one-to-one conferences to support student needs and goals. • Teachers will use a variety of modalities (visual, auditory, kinesthetic) when presenting concepts and instruction to meet the needs of all students. • Students will strengthen their understanding through student led conferences.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section B	Area 2: English Language Arts (Writing)
FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)	

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
		70

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL

What is your school's writing goal? Provide a description of the goal below.

100% of fourth and fifth grade students will meet and/or exceed the state and/or district average (whichever is higher) on the ELA Writing FSA.

Provide possible data sources to measure your writing goal.

Student results from:
FSA
District ELA Unit Assessments

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers will plan and employ instruction and goals/scales based on Marzano's Taxonomy and instructional methods that introduce new content, review, practice and deepen knowledge.	<ul style="list-style-type: none"> • Administrators will support literacy implementation by providing feedback to frequent observations. • Teachers/Administrators will seek out Just In Time Training to address effective teaching methods for identified areas of need or interest. • Teachers will develop rigorous learning goals based on identified key standards.
Action 2	Plan to Implement Action 2
Teachers will utilize explicit, modeled instruction, guided practice through teacher support and feedback, and opportunities for independent practice, by utilizing gradual release model.	<ul style="list-style-type: none"> • Teachers will ensure students write short responses, regularly, based on text. • Teachers will provide daily opportunities over extended time for students to research, plan, reflect and revise their writing. • Teachers will guide students to strengthen their writing by revising and editing. • Teachers will incorporate a variety of instructional opportunities for students to strengthen their foundational skills using complex text. • Teachers will provide opportunities for explicit vocabulary instruction, as well as determining the meanings of words using the context of the text. • Teachers will provide opportunities for students to grapple with vocabulary words across curriculum in reading, writing, speaking and listening.
Action 3	Plan to Implement Action 3

<p>Teachers will regularly assess students (formally and informally) and utilize that data to modify instruction.</p>	<ul style="list-style-type: none"> • Teachers will meet at PLC's (4 times each month) and participate in Data Chats with the SBLT (once a month), to review student responses to tasks and plan for instruction based on that data. • Teachers will use state and district provided assessments, along with observational data, anecdotal record keeping, and teacher created, informal assessments to monitor student progress. • Teachers will provide students with feedback based on data, conduct data chats, and support students with goal setting based on that data. • Teachers and students will utilize scales and rubrics aligned to the learning goal to track student progress. • Kindergarten teachers will administer the Naglieri gifted screening to all Kindergarten students.
Action 4	Plan to Implement Action 4
<p>Teachers will use data to differentiate and scaffold instruction to increase student performance.</p>	<ul style="list-style-type: none"> • Teachers will meet frequently with students in one-to-one conferences to support student needs and goals. • Teachers will use a variety of modalities (visual, auditory, kinesthetic) when presenting concepts and instruction to meet the needs of all students. • Students will strengthen their understanding through student led conferences.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section C	Area 3: Mathematics
FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)	

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
		30

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
		40

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

ANNUAL MEASURABLE OBJECTIVES (AMOs)
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Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White			
Black/African American			
Hispanic			
Asian			
American Indian			
English Language Learners (ELLs)			
Students with Disabilities (SWDs)			
Economically Disadvantaged			

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

100% of third, fourth, and fifth grade students will meet and/or exceed the state and/or district average (whichever is higher) on the Mathematics FSA.

Provide possible data sources to measure your mathematics goal.

Student results from:
FSA
District Mathematics Common Assessments

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers will plan and employ instruction and goals/scales based on Marzano's Taxonomy and instructional methods that introduce new content, review, practice, and deepen knowledge.	<ul style="list-style-type: none"> • Administrators will support mathematics curriculum implementation by providing feedback to frequent observations. • Teachers/Administrators will seek out Just In Time Training to address effective teaching methods for identified areas of need or interest. • Teachers will collaborate in PLCs to plan for instruction and utilize resources such as CPALMS, MFAS, GO MATH, and ThinkCentral.
Action 2	Plan to Implement Action 2
Teachers will utilize explicit, modeled instruction, guided practice through teacher support and feedback, and opportunities for independent practice, by utilizing the gradual release model.	<ul style="list-style-type: none"> • Teachers will provide opportunities for practice and individual support through ST MATH, eSpark, and small group instruction. • Teachers will provide feedback based on data, conduct data chats and support students with goal setting based on that data. • Teachers and students will utilize scales and rubrics aligned to the learning goal to track student progress.
Action 3	Plan to Implement Action 3

<p>Teachers will regularly assess students (formally and informally) and utilize that data to modify instruction.</p>	<ul style="list-style-type: none"> • Teachers will meet at PLC's (4 times month) and engage in Data Chats with the SBLT (once a month), to review student responses to tasks and plan for instruction based on that data. • Teachers will use state and district provided assessments, along with observational data, anecdotal record keeping, and teacher created informal assessments to monitor student progress. • Teachers will provide students with feedback based on data, conduct data chats and support students with goal setting based on that data. • Teachers and students will utilize scales and rubrics aligned to the learning goal to track student progress. • Kindergarten teachers will administer the Naglieri gifted screening to all Kindergarten students.
Action 4	Plan to Implement Action 4
<p>Teachers will use data to differentiate and scaffold instruction to increase student performance.</p>	<ul style="list-style-type: none"> • Teachers will utilize web-based programs such as ST Math and eSpark, to differentiate instruction and monitor student progress. • Teachers will meet frequently with students in one-to-one conferences to support student needs and goals. • Teachers will use a variety of modalities (visual, auditory, kinesthetic) and grouping (one-on-one, small group, whole group) when presenting concepts and instruction to meet the needs of all students. • Students will strengthen their understanding through student led conferences.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section D	Area 4: Science
FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)	

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	33	30

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	30	40

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL

What is your school's science goal? Provide a description of the goal below.

100% of fifth grade students will meet and/or exceed the state and/or district average (whichever is higher) on the FCAT Science 2.0 Assessment.

Provide possible data sources to measure your science goal.

Student results from: FCAT 2.0 District Science Common Assessments
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How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers will plan and employ instruction and goals/scales based on Marzano’s Taxonomy and instructional methods that introduce new content, review, practice, and deepen knowledge.	<ul style="list-style-type: none"> • Administrators will support science curriculum implementation by providing feedback to frequent observations. • Teachers/Administrators will seek out Just In Time Training to address effective teaching methods for identified areas of need or interest. • Teachers will develop rigorous learning goals based on identified key standards.
Action 2	Plan to Implement Action 2
Teachers will utilize explicit, modeled instruction, guided practice through teacher support and feedback, and opportunities for independent practice, by utilizing 5E lessons and Student Learning Activity Guides.	<ul style="list-style-type: none"> • Teachers will plan for instruction knowing the Learning Target and collaborate through PLC • Teachers will confirm student learning through use of Success Criteria and Teacher/Student conferencing. • Teachers will provide daily opportunities over extended time for students to reflect on their learning through the use of science notebooks.
Action 3	Plan to Implement Action 3
Teachers will regularly assess students (formally and informally) and utilize that data to modify instruction.	<ul style="list-style-type: none"> • Teachers will confirm the learning through use of Success Criteria and Teacher/Student conferencing. • Teachers will meet at PLC’s (4 times month) and engage in Data Chats with the SBLT (once a month), to review student responses to tasks and plan for instruction based on that data. • Teachers will use state and district provided assessments, along with observational data, anecdotal record keeping, and teacher created informal assessments to monitor student progress. • Teachers and students will utilize scales and rubrics aligned to the learning goal to track student progress. • Kindergarten teachers will administer the Naglieri gifted screening to all Kindergarten students.
Action 4	Plan to Implement Action 4
Teachers in grades 3, 4, and 5 will adhere to the Science Lab schedule regularly to support science instruction.	<ul style="list-style-type: none"> • Teachers will follow the created schedule to bring students to the lab at the assigned time. • Teachers will complete identified progress monitoring assessments, science lab investigations and Citizen Scientist research and data collection.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**
Section E **Area 5: Science, Technology, and Mathematics (STEM)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL

What is your school's STEM goal? Provide a description of the goal below.

GBEMS will maintain an after school STEM program that targets 40 students during two after school programs for fourth and fifth grade students. Students will engage with technology during mathematics and science classroom and lab instruction as well as STEM Academies to support and enhance standards-based instruction.

Provide possible data sources to measure your STEM goal.

Student enrollment in after school STEM Academies
 Student achievement data in math and science on district and state assessments

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Enrollment of students	<ul style="list-style-type: none"> • Advertise the after school club and provide information to families • Encourage teachers to recommend students for the STEM program
Action 2	Plan to Implement Action 2
Secure materials and resources for implementation of STEM program	<ul style="list-style-type: none"> • Create an inventory list of materials and place orders for items needed
Action 3	Plan to Implement Action 3
Continue to recruit sponsors to expand STEM into Robotics	<ul style="list-style-type: none"> • Advertise for instructors and sponsors to partner in the establishment of the robotics section of STEM.
Action 4	Plan to Implement Action 4
Students will utilize technology in science and math content areas through the use of iPads	<ul style="list-style-type: none"> • Students will utilize technology in math and science through project based learning activities including science fair projects, science experiments, and lessons of the 5E Workshops

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section H Area 8: Early Warning Systems

ATTENDANCE

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		4	2
Grade 1		4	2
Grade 2		6	2
Grade 3		3	2
Grade 4		2	2
Grade 5		6	2

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		4.4	0
Grade 1		8.2	0
Grade 2		5.9	0
Grade 3		9.6	0
Grade 4		2.5	0
Grade 5		9.1	0

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		4.4	0
Grade 1		4.1	0
Grade 2		11.8	0
Grade 3		9.6	0
Grade 4		2.5	0
Grade 5		6.1	0

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		0	0
Grade 1		0	0
Grade 2		0	0
Grade 3		0	0
Grade 4		0	0
Grade 5		0	0

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		1.5	0
Grade 1		0	0
Grade 2		0	0
Grade 3		0	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 4		0	0
Grade 5		0	0

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		0	0
Grade 1		0	0
Grade 2		0	0
Grade 3		0	0
Grade 4		0	0
Grade 5		0	0

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		0	0
Grade 1		0	0
Grade 2		0	0
Grade 3		0	0
Grade 4		0	0
Grade 5		3	0

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		0	0
Grade 1		0	0
Grade 2		0	0
Grade 3		0	0
Grade 4		0	0
Grade 5		0	0

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		0	0
Grade 1		0	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 2		0	0
Grade 3		0	0
Grade 4		0	0
Grade 5		0	0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		0	0
Grade 1		0	0
Grade 2		0	0
Grade 3		0	0
Grade 4		0	0
Grade 5		0	0

RETENTIONS

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		0	0
Grade 1		2	0
Grade 2		0	0
Grade 3		1.9	0
Grade 4		0	0
Grade 5		0	0

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		0	0
Grade 1		0	0
Grade 2		0	0
Grade 3		0	0
Grade 4		0	0
Grade 5		6.1	0

Students in 3rd Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		1.5	0
Grade 1		2	0
Grade 2		0	0
Grade 3		0	0
Grade 4		0	0
Grade 5		3	0

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Using the currently available data, only two students who exhibit two or more early warning indicators will be returning to our school for the 2015-2016 school year. These students will engage in the school wide curriculum which focuses on personalized learning and project based learning. These students will also engage in small group instruction provided by their classroom teachers which targets their specific areas of need.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section I Area 9: Black Student Achievement

Identify goals, targets, and actions for Black student achievement.

Add Target	Delete Target
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Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
100% of black students will meet and/or exceed the scores of non-black students on all assessments across all content areas. All students will engage in personalized learning and project based learning. All students will engage in differentiated instruction based on their specific areas of academic need. Every black student will be assigned a staff member mentor who will meet with them on a monthly basis to review their academic data and create a plan for improvement when necessary.			

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section J **Area 10: Family and Community Involvement**

Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

Maintain and/or exceed at least 50% membership in PTA
 Maintain and/or exceed the 2014-2015 total number of volunteers and total number of volunteer hours
 Parental Involvement opportunities include Open House, STEAM/Discovery Night, Fish Broil, Winter and Spring Concerts/Showcases, Field Trips, Classroom Volunteers

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

Implementation of Positive Behavioral System
 Citizen of the Month
 Parent Involvement opportunities
 School Messenger
 School website
 School marquees
 Monthly school newsletter

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

Maintain a strong and active PTA and SAC
 Meet with members of the St. Pete Beach City Commission and local business owners

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section K **Area 11: Additional Targets**

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Add Target

Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Work toward Bronze Level recognition with the Alliance for a Healthier Generation		Bronze in 50% of	Bronze in 4 out of

PART III **PROFESSIONAL DEVELOPMENT**

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

Add PD
Delete PD

Professional Development Identified	Monthly Technology Training
Related Goal(s)	Support development and implementation of magnet curriculum
Topic, Focus, and Content	Technology integration into the curriculum
Facilitator or Leader	Various to include classroom teachers, LM/TS, and district personnel
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Instructional staff members
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	One Thursday afternoon each month
Strategies for Follow-Up and Monitoring	Sign in sheets for attendance, e-mail communication for questions and clarification, monitoring through observations and PLC discussions, addition of this professional development to Deliberate Practice Plans
Person Responsible for Monitoring	LM/TS, Principal, district personnel
Professional Development Identified	Just In Time Coaching - ELA
Related Goal(s)	Successful implementation of ELA modules
Topic, Focus, and Content	District ELA modules
Facilitator or Leader	ELA Just In Time Coach
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Classroom teachers
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Several days throughout the year
Strategies for Follow-Up and Monitoring	Sign in sheets for attendance, e-mail communication for questions and clarification, monitoring through observations and PLC discussions, addition of this professional development to Deliberate Practice Plans
Person Responsible for Monitoring	MTSS Coach, Just In Time Coach, Principal
Professional Development Identified	Just In Time Coaching - Math
Related Goal(s)	Successful implementation of Mathematics curriculum
Topic, Focus, and Content	District mathematics curriculum

Facilitator or Leader	Mathematics Just In Time Coach
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Classroom teachers
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Several days throughout the year
Strategies for Follow-Up and Monitoring	Sign in sheets for attendance, e-mail communication for questions and clarification, monitoring through observations and PLC discussions, addition of this professional development to Deliberate Practice Plans
Person Responsible for Monitoring	MTSS Coach, Just In Time Coach, Principal
Professional Development Identified	Just In Time Coaching - Science
Related Goal(s)	Successful implementation of Science curriculum
Topic, Focus, and Content	District science modules
Facilitator or Leader	Science Just In Time Coach
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Classroom teachers
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Several days throughout the year
Strategies for Follow-Up and Monitoring	Sign in sheets for attendance, e-mail communication for questions and clarification, monitoring through observations and PLC discussions, addition of this professional development to Deliberate Practice Plans
Person Responsible for Monitoring	MTSS Coach, Just In Time Coach, Principal
Professional Development Identified	Just In Time Coaching - Social Studies
Related Goal(s)	Successful implementation of Social Studies curriculum and DBQ (grades three, four, and five)
Topic, Focus, and Content	District Social Studies curriculum, DBQ curriculum
Facilitator or Leader	Social Studies Staff Developer
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Classroom teachers
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Several days throughout the year
Strategies for Follow-Up and Monitoring	Sign in sheets for attendance, e-mail communication for questions and clarification, monitoring through observations and PLC discussions, addition of this professional development to Deliberate Practice Plans
Person Responsible for Monitoring	MTSS Coach, Social Studies Staff Developer, Principal
Professional Development Identified	Marzano Appraisal
Related Goal(s)	Successful implementation of Marzano Appraisal Instrument
Topic, Focus, and Content	Marzano Appraisal Instrument
Facilitator or Leader	Principal, LM/TS, MTSS Coach, Teacher Leaders

Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Instructional staff
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Monthly at PLC's, Staff Meetings, and SIP Meetings
Strategies for Follow-Up and Monitoring	Sign in sheets for attendance, e-mail communication for questions and clarification, monitoring through observations and PLC discussions, addition of this professional development to Deliberate Practice Plans
Person Responsible for Monitoring	Principal, LM/TS, MTSS Coach

PART IV **COORDINATION AND INTEGRATION**

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

MEETING STUDENT NEEDS - Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

PART V **BUDGET**

Create a budget for each school-funded activity.

Add Item
Delete Item

Budget Item Description	Naglieri Administration
Related Goal(s)	To identify potential candidates for the gifted program early on
Actions/Plans	All Kindergarten teachers will administer the assessments to their students
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Gifted screening instrument
Description of Resources	Naglieri

Funding Source	SIP dollars
Amount Needed	\$100.00

PART VI **MID-YEAR REFLECTION**

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal
Delete Goal

Goal Area	
Has the goal been achieved?	<input style="width: 100%; height: 20px;" type="text"/>
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

8-Step Planning and Problem-Solving Process

