



## **Executive Summary: Fuguitt Elementary**

### **School Improvement Plan for 2016-17**

Fuguitt Elementary School has 600 students in grades Pre-K to 5<sup>th</sup>, two administrators, 48 teachers, and 47 staff members. The mission of **Fuguitt Elementary** is “Preparing tomorrow’s leaders today”. Fuguitt Elementary has met the requirements of the AdvancED Accreditation Commission and is accredited by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement.

#### **School Celebrations**

A review of our most recent school achievement data has given us reasons to celebrate and build upon as a school. Those improvements include:

- 1.) Our school improved to a B school for the first time in two years.
- 2.) Our school improved its 5<sup>th</sup> grade FSA math proficiency by 14%.
- 3.) Our school was one of the top five highest Science proficiency scores in Pinellas, improving 16%.
- 4.) Our school reduced its total number of referrals by 52% and our out-of-school suspensions by 63%.
- 5.) Our school was named a Stephen Covey Leader in Me school, the only one in Pinellas County.

#### **Primary Goals**

To accomplish our mission, Fuguitt has the following primary goals:

- 1) Increase the percentage of students scoring at proficiency level or higher on FSA ELA from 45% to 55%;
- 2) Increase the percentage of students scoring at proficiency level or higher on FSA Math from 48% to 58%;
- 3) Increase the percentage of students achieving proficiency from 68% to 73% as measured by Science Standards.
- 4) To close the achievement gap by increasing the percentage of Black students scoring at proficiency level or higher on the FSA ELA from 30% to 40% and on the FSA Math from 26% to 36%;
- 5) Reduce the number of students receiving referrals by 25%;
- 6) Increase our number of parent involvement events that are “tied to student learning” by 50%.

#### **Key Strategies:**

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

- Utilizing goals and scales aligned to the learning goal to assess and inform both teachers and students
- Providing small group instruction to differentiate instruction
- Reviewing student work samples as part of our instructional rounds and PLCs as a periodic “rigor” check.
- Using research-based strategies in core instruction (e.g., 5E, Gradual Release, Text Dependent Questioning, Speaking and Listening protocols);
- Using collaborative planning of core instruction through the review of student data and district provided materials within all grade levels during weekly PLC’s
- Using teacher created assessments, formative and summative assessments, district common assessments, teacher observation, and state assessments to monitor student progress and differentiate instruction

## **Professional Development**

The professional development efforts include the use of the yearlong Marzano Framework with an emphasis on goal setting and scale development, the use of our literacy team to train and guide teachers in differentiating and scaffolding instruction, effective planning and the continued full implementation of the Leader in Me program. Teachers meet weekly in Professional Learning Communities (PLC's) to conduct data chats regularly to review student responses to tasks and plan for instruction based on data.

## **Parent and Community Engagement**

Parent engagement efforts are a challenge for our school as many parents work during the school. As a strategy to increase volunteer hours, the school is hosting monthly Title I meetings featuring student-led conferencing (data chatting), parent academies tied to student learning outcomes and routine evening hours for various volunteer activities benefiting the students.

For more information about Fuguitt's School Improvement Plan, please go to our website at <http://www.pcsb.org/fuguitt-es>