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# **School Improvement Plan 2016-17**

## **Bay Point Elementary**

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools





# Vision and Direction

School Improvement Plan 2016-17

## School Profile

<b>Principal:</b> Sara DePerro	<b>SAC Chair:</b> Lynn Gordon
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<b>School Vision</b>	100% Student Success
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<b>School Mission</b>	Through our curriculum, we will facilitate learning by providing relevant, multi-dimensional learning experiences. We will place a special emphasis on the integrated applications of mathematics, science, foreign language and technology to prepare students to function productively in our global environment.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
648	2.5%	59.6%	12.3%	5.6%	20.1%	0%

<b>School Grade</b>	<b>2016:</b> C	<b>2015:</b> B	<b>2014:</b> C	<b>Title 1 School?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	46	59	50	64	45	55						
Learning Gains All	52		51									
Learning Gains L25%	42		34									

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Sara	DePerro	FT	4-10 years
Asst Principal	Randria	Williams	FT	Less than 1 year
Counselor	Jamila	Paul-Jackson	FT	Less than 1 year
Teacher Leader	Cierra	Negretti	FT	4-10 years
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				

Total Instructional Staff: 54	Total Support Staff: 17
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# 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).

Our expectations for a safe, secure and healthy learning environment includes a community commitment for our guidelines for success and our Positive Behavior Plan: Being Safe, Being Respectful, and Being Responsible. In doing so, we will use a common language across campus and throughout grade levels aligned to Report card behavioral and academic language. During morning arrival and afternoon dismissal, teachers and student patrols are stationed throughout the school to supervise student behavior and safety. Bay Point implements the buddy system when students are traveling throughout the school during school hours, students never walk on campus alone. Students are selected weekly for student of the week and monthly for citizen of the month. Bay Point implements fire, tornado and lock down drills as required by school board policy. In addition, students get points for their “Team” for displaying character traits that would make them productive citizens and following our guidelines for success of “Being Safe, Being Responsible, Being Respectful”.

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

Our plan includes:

1. Staff training during pre-school and refreshers during staff meetings
2. School wide assemblies being held regularly for review and reminders of the guidelines
3. School wide visual aids
4. Development of school store for students to spend their earned “Panther Bucks” for following our GFS.
5. School wide “House” concept where student teams are rewarded and recognized for meeting our Guidelines for success.
6. A Principal’s Student Advisory Council will be created for student input

Our school will ensure that expectations are implemented equitably by:

- We will be implementing a bi-weekly progress report to be sent home to families
- Monitoring accuracy and categories of behavioral referrals being written
- Ideas and concerns that are shared through the Principal’s Student Advisory Council

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.

School will be increasing its deployment of character education, including classroom lessons. The school will also be creating a school climate through student team building activities and partnerships across grade levels to address inappropriate behavior. Our school hosts a multicultural club for intermediate grades, where students share their unique cultural traditions and experiences with the entire student body. Our world language team provides daily language and cultural instruction. School team is also committing to alternate behavioral interventions in lieu of exclusionary practices such as suspension (including work in

other teachers classrooms, meet with Administrative team, Intervention by Students services, working with student families on alternatives, etc.) Exclusionary practices will be used as a last resort.

**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’s plan for meeting the needs of students who are in need of supplemental or intensive supports include:

- Panther Pal mentoring process
- Parent communication (bi-weekly)
- Individualize behavior plans- classroom, than student services and finally administration if needed. Data is collected on current interventions and progress. If initial classroom and administrative interventions prove ineffective and the data indicates more intensive intervention is necessary, Student services team develops PBIP progressing to FBA if appropriate. (Behavior plans include behaviorally contracts, check-in and check-out, mentor, etc).

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

Weekly reviews by administration and magnet coordinator of data being collected to determine if additional supports necessary. Data sources include reviews of School Profile Data, Performance Matters, and behavior referral list by teacher.

**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?

School leadership ensures that all staff members have high expectations for success by monitoring lesson plans for differentiation, regularly data review meetings to discuss strengths and areas of improvement, monitoring observations data and classroom data, providing collaborative planning time for teams to build a rigorous standards based curriculum, and creating/sharing an expectation that teachers develop lessons that utilize textbooks as a resource and increase hand-on learning experiences.

 **School Culture / SWBP / Key Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: We will see a decrease in the number of office referrals being written 10%	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Increasing school character education and school wide adult/student relationships	Dr. Jackson
<b>Goal 2:</b> What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: Reduce the number of Black students receiving referrals as compared to their non-black counterparts by 5%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
* Implementation of Peer Mediation & Principal’s Advisory Council to encourage positive relationships inside and outside the classroom * Increase student engagement by using a variety of incentive programs both in the classroom and school wide	Ms. DePerro/Mrs. Williams

* Targeting African American students for extended learning opportunities inside and outside the classroom.	
<b>Optional Goal:</b> Describe any other goal you may have related to school culture or behavior. Use only if needed.	
Goal:	
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?

Our school’s efforts to align instruction have including teacher professional development in Marzano, Just in Time Training with Math and Science Coach, and providing collaborative planning time in master schedule. Very limited success has been noted to date in the areas of focus though teacher behavioral changes are starting to take place. Data that was reviewed to measure success include student performance on Common Assessments, SAT-10, FSA and scores on Teacher observation scale.

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?

Key areas for improvement include reducing the amount of time of teacher direct instruction in core, increase the number of hands on learning opportunities, and an alignment of grade level formative assessments. Also by increasing the number of hands on activities to allow for students to engage in complex thinking of varying level of questions that they posed or are posed by teachers. Data reviewed included staff survey, student learning results, parent input and administrative feedback in observations.

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 review student performance periodically to assess their mastery of standards, both discussing with team in PLCS and Administrative Data chats. Teams also use a variety of formative assessment pieces to measure performance. Teachers utilized Goals and Scales to allow students to measure their progress in ELA.

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).

A PMP or Progress Monitoring Plan is developed for student’s not meeting expectation. Specific strategies are put into place that addresses the individual’s deficiency. The interventions and the plan are updated after each review cycle. PLCs meet weekly to discuss student performance and ability grouping within the classroom. Struggling students are also selected by performance for pull-out in LLI (Leveled Literacy Intervention). "Bubble" students are identified for extra support and intervention to move them to the next level. Also, all students not meeting grade level expectations as measured by SAT-10 or FSA results are placed in a Tier 2 progress monitoring program where data is collected on a bi-weekly basis to assess if current interventions are being effective and whether there is a need to change the intervention or proceed in the RtI process. Early warning system indicators such as attendance, discipline, and student services

support and are also identified and analyzed with academic outcomes to determine study the whole child and determine possible next steps to increase achievement.

**Standards-Based Instruction / Key Strategies**

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

<b>Instructional Strategy 1</b>	
Teams will be provided Curriculum planning days once a semester to focus on standards and lesson alignment	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
School wide data board will be utilized for weekly review of students' progress toward learning goals by administration and instructional teams (both district assessments and grade level formative assessment results)	Administrative Team SBLT Curriculum Team
<b>Instructional Strategy 2</b>	
Curriculum development team will be created to design school wide project based learning activities aligned to magnet focus areas and current grade level standards.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data that will be collected is Common Assessment results of the standards addressed in the project, as well as the fidelity of implementation of the project results via team scored rubric.	Curriculum Team
<b>Instructional Strategy 3</b>	
Providing before/after school clubs to increase the amount and quality of learning time and help enrich and accelerate the magnet curriculum	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
A variety of data will be collected such as student attendance, growth of programs, survey results and student performance on District and State assessments for students participating.	Ciera Negretti



**Collaboration for Professional Growth**

Connections: **District Strategic Plan** ●Goals 1,2,4,5  
**Marzano Leadership** ●Domain 2, 4

11. Describe your school's efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Because of feedback from the school's Advanced Ed climate survey, in which staff indicated a lower score for their feeling of a lack of support for support of an innovative and collaborative culture as well as administrators not taking responsibility for student learning, our school's effort to encourage a positive working relationship will include weekly communication updates from administration, deployment of climate survey to get staff feedback, open door policy for concerns, and inclusion of stakeholder groups in the development of the Title 1 plan. School Principal also implementing a monthly recognition item and/or

celebration plan to build staff morale. In addition, teams will meet weekly for Administrative PLCs for lesson plan support and data review and regular collaborative planning sessions.

**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.

Our school plan includes creating a block schedule across grade levels for team planning, implementation of monthly grade level collaborative planning days with substitute coverage, weekly team PLCs included on meeting calendar and monthly administrative PLCs for discussion and review of student data with Administrative team.

**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?

The focus of professional development over the past year included Culture Competence (True Colors), Just in time Math and Science coaching, Marzano, and grade level Articulation discussions. Teachers also participated in Professional Development opportunities aligned to Core Connections and Jan Richardson. There is no significant evidence in student performance that all trainings implemented have led to increased teacher effectiveness though observations scores have improved over time for some Marzano training participants.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

**Targeted Trainings / Teacher and Staff Growth Areas**

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
STMath review	During School year	Grade level Instructional Personnel	An increase in the completion percentage of students on STMath
Ms. Math	September	All Instructional Staff	An increase in student performance across grade levels and subgroups
Number Talks	During school year	K-2 Teachers	The use of number talks in all primary classrooms and an

			increase in student performance on SAT-10/Common Assessment
AVID	End of school year	4-5 Instructional staff	Build capacity for the future implementation of AVID next school year
Marzano	Pre-school/During school year	All Instructional staff	Increase in student performance
Jan Richardsom Guided Reading	During School year	1 <sup>st</sup> & 3 <sup>rd</sup> grade	Increased varying levels of questioning to increase rigor of assignments during guided reading as well for students engaging in independent practice during small group instruction



## 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).

Our school’s plan to build positive relationships, including plans to address our greatest area of needed growth which was “Our school shares responsibility for student learning with its stakeholders”, includes:

- Parent conference/Student portfolio night 1 per semester
- New bi-weekly progress reports



- Invitations to Celebration Assemblies (Honor Roll/Principal’s List)/Project assemblies/Competition activities
  - Hosting Family Curriculum Information nights to allow families an opportunity to learn tips and tools for supporting their student at home including Math night, FSA testing information and Modeling how to Read with your child at home.
- We will measure the effectiveness of these strategies through feedback in our annual climate survey and whether there is an increase in overall performance score indicated by our families.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

Our School provides parents, families and communities with the necessary tools through Parent student-led conference nights, Bi-weekly Progress reports, FSA parent night, Grade level articulation night, Kindergarten Orientation, and Math parent night. Our efforts will include monitoring sign-in sheets & handing out flyers in the car circle to monitor parent participation. We will also build community partnerships by inviting outside organizations to participate in onsite family events.

**Family Engagement / Planning Inventory**

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / progress	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text or email	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events	<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.

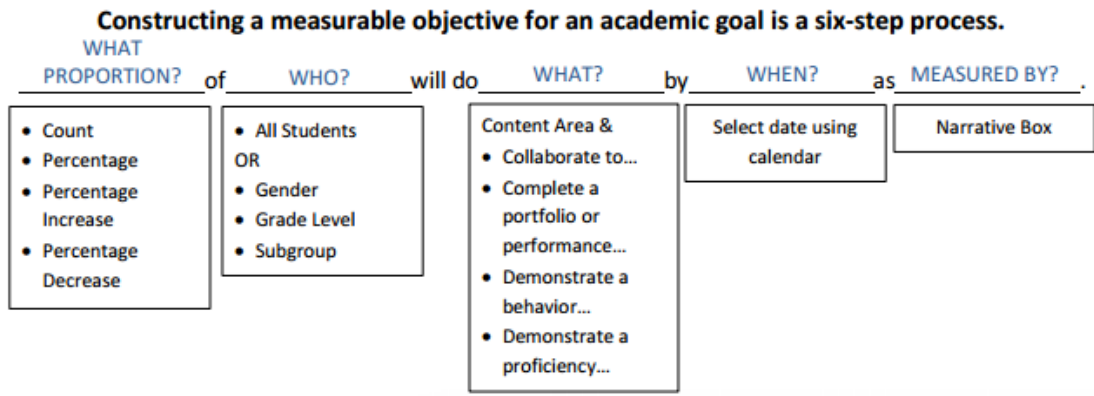
**Family Engagement / Key Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: The primary goal to build connections with families is to reduce the number of families who feel that there is a lack of regular communications with them about both the successes and struggles of their student based on climate survey results	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<ul style="list-style-type: none"> <li>• The key strategy is introducing Bi-weekly progress reports</li> <li>• The school will increase hosting Family Curriculum Information nights to allow families an opportunity to learn tips and tools for supporting their student at home including</li> </ul>	Classroom Teacher/Ciera Negretti

Math night, FSA testing information and Modeling how to Read with your child at home. <ul style="list-style-type: none"> <li>We will measure its impact through grade level sign-in sheets at events as well as feedback on end of year climate survey.</li> </ul>	
<b>Goal 2:</b> What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: To increase the number of community resources available at school and to increase the number of community organizations that are involved on our campus.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Increase communications, including mission and vision of the school, being sent to outside community organization (i.e. businesses, Pre-schools, etc.) Team attend additional community activities to be visible	Ciera Negretti
<b>Optional Goal:</b> Describe any other goal you may have related to family / community engagement. Use if needed.	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

## Section 2 – School Goals / Action Steps

### Academic Goal



Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

<b>ELA / Reading Goal</b>	<b>Goal Manager:</b>
Students in grades 3-5 will increase their Reading proficiency to 70% as measured by 2016-2017 FSA	
<b>Actions / Activities in Support of ELA Goal</b>	<b>Evidence to Measure Success</b>
* Underperforming students will be offered additional Reading intervention instruction during their FOCUS time by their classroom teacher.	Student performance data will show increasing performance rates each cycle as tracked by: * Common Assessment cycle data

<ul style="list-style-type: none"> <li>* Teachers will collaboratively lesson plan and determine grade level formative assessments to monitor student progress across the grade level.</li> <li>* Begin to introduce WICOR strategies (AVID into the reading block)</li> <li>* Teachers will collaboratively lesson plan and determine grade level formative assessments to monitor student progress across the grade level.</li> <li>* Increase the number of hourly teachers to support student intervention.</li> <li>* After school intervention program will be implemented for lower-performing students (focused on retainees and students showing continued struggles on SAT-10 and/or FSA assessments based on need and available resources)</li> <li>* Staff will analyze school-wide data to ensure effective planning and instructional delivery are making a positive impact on student learning at least bi-weekly.</li> </ul>	<ul style="list-style-type: none"> <li>* Teacher formative assessment data</li> <li>* iStation performance results</li> <li>* Levels of implementation in Lesson plans</li> <li>* iReady assessment results</li> </ul>
<ul style="list-style-type: none"> <li>* Teachers will be provided additional Collaborative Planning time</li> <li>* Members of the Leadership Team will conduct regular walk-throughs to ensure components of the Marzano framework are evident, including goals and scales as well as students engaged in cognitively complex tasks involving hypothesis generation and testing</li> </ul>	

<p><b>Mathematics Goal</b>      <b>Goal Manager:</b></p>	
<p>Students in grades 3-5 will increase their Math proficiency to 85% as measured by the 2016-2017 FSA.</p>	
<p><b>Actions / Activities in Support of Math Goal</b></p>	<p><b>Evidence to Measure Success</b></p>
<ul style="list-style-type: none"> <li>* Teachers will begin to incorporate Eureka Math usage into their lesson plans</li> <li>* Teachers will be provided time for Collaborative Planning</li> <li>* Primary grades will begin to incorporate Number Talks to increase Math Fluency</li> <li>* Professional Development opportunities will focus on increasing rigor and releasing the learning to students during core instruction</li> <li>* Curriculum team to develop activities/project based learning opportunities in Math across grade levels</li> <li>* Staff will analyze school-wide data to ensure effective planning and instructional delivery are making a positive impact on student learning at least bi-weekly.</li> <li>* Members of the Leadership Team will conduct regular walk-throughs to ensure components of the Marzano framework are evident, including goals and scales as well as students engaged in cognitively complex tasks involving hypothesis generation and testing</li> </ul>	<p>Student performance data will show increasing performance rates each cycle as tracked by:</p> <ul style="list-style-type: none"> <li>* Common Assessment cycle data</li> <li>* Teacher formative assessment data</li> <li>* STMath results</li> </ul> <p>* Creation of curriculum map documenting activities/projects across grade levels</p> <ul style="list-style-type: none"> <li>* Levels of implementation evident in teacher lesson plans</li> </ul>


<b>Science Goal</b>	<b>Goal Manager:</b> Sara DePerro
Students in grade 5 will increase their Science proficiency to 75% as measured by the 2016-2017 FSA.	
<b>Actions / Activities in Support of Science Goal</b>	<b>Evidence to Measure Success</b>
<ul style="list-style-type: none"> <li>* Consistent Science lab implementation through core instruction for the onsite STEM lab in grades 3-5.</li> <li>* Science Lab Pre &amp; Post test data posted and tracked in Lab room</li> <li>* Curriculum team to develop additional activities/project based learning opportunities in Science across grade levels</li> <li>* Members of the Leadership Team will conduct regular walk-throughs to ensure components of the Marzano framework are evident, including goals and scales as well as students engaged in cognitively complex tasks involving hypothesis generation and testing</li> </ul>	<p>Student performance data will show increasing performance rates each cycle as tracked by:</p> <ul style="list-style-type: none"> <li>* Common Assessment cycle data</li> <li>* Teacher formative assessment data</li> <li>* Creation of curriculum map documenting activities/projects across grade levels</li> </ul>
<ul style="list-style-type: none"> <li>* Students will increase the use of their Science Journals with constructive feedback and progress monitoring</li> <li>* Teachers will monitor students use of Success criteria</li> </ul>	

**Other School Goals\***

\*All schools are required to complete a Healthy Schools goal.

\*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> Wellness Goal	<b>Goal Manager:</b> Renee Hale
<b>Work toward Bronze Level recognition with the Alliance for a Healthier Generation by becoming eligible for recognition in 2 out of 6 Modules by June 2017.</b>	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
<p>In 2015-16, school was eligible for national recognition in 1 out of 6 Alliance for a Healthier Generation’s Healthy Schools Program Assessment modules.</p> <p>For 2016-17, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2016.</p> <p>Target for 2016-17, is to become eligible for national recognition in 2 out of 6 Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.</p>	<p>By April 1, 2017, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.</p>

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> STEM	<b>Goal Manager:</b> Sue Godfirnon
We will increase the number of students who regularly attend a STEM after school program by expanding current program to include Primary grades (2 programs total) for the 2016-2017 school year by 10%.	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
* We will have one STEM program for students in grades 4 <sup>th</sup> /5 <sup>th</sup> and one STEM programs for students in 2 <sup>nd</sup> /3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>* Student attendance rates</li> <li>* Teacher participating in PD</li> <li>* Increased student performance on Science assessments                             <ul style="list-style-type: none"> <li>• Common assessments (2nd-5<sup>th</sup>)</li> <li>• Science FSA 5<sup>th</sup></li> </ul> </li> </ul>

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b>	<b>Goal Manager:</b>
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>

**Academic Achievement Gap**

<b>Subgroup Goal (Black)</b>	<b>Goal Manager:</b> Sara DePerro
Black students will increase their rate of proficiency in Reading to 70% as measured by the FSA Reading assessment for the 2016-2017 school year.	
<b>Actions / Activities in Support of Black Goal</b>	<b>Evidence to Measure Success</b>
<ul style="list-style-type: none"> <li>* Give students additional fiction/nonfiction reading materials and devise a plan for making the library more accessible.</li> <li>* Increase student engagement by using a variety of incentive programs both in the classroom and school wide</li> <li>* Students to participate in the Principals monthly Advisory Counsel</li> <li>* Continue to build cultural competency in instruction through article review and discussion in staff meetings</li> </ul>	Student performance data will show increasing performance rates each cycle as tracked by: <ul style="list-style-type: none"> <li>* Common Assessment cycle data</li> <li>* Teacher formative assessment data</li> <li>* iStation performance results</li> </ul>

* Leadership team will analyze school-wide data to ensure effective planning and instructional delivery are making a positive impact on black student performance.	

<b>Subgroup Goal (ELL)</b>	<b>Goal Manager:</b> Randria Williams
ELL students will increase their rate of proficiency in Reading to 70% as measure by the FSA Reading assessment for the 2016-2017 school year.	

<b>Actions / Activities in Support of ELL Goal</b>	<b>Evidence to Measure Success</b>
<ul style="list-style-type: none"> <li>* Increase student engagement by using a variety of incentive programs both in the classroom and school wide</li> <li>* Continue to build cultural competency in instruction through article review and discussion in staff meetings</li> <li>* Leadership team will analyze school-wide data to ensure effective planning and instructional delivery are making a positive impact on student performance.</li> </ul>	Student performance data will show increasing performance rates each cycle as tracked by: <ul style="list-style-type: none"> <li>* Common Assessment cycle data</li> <li>* Teacher formative assessment data</li> <li>* iStation performance results</li> <li>* Levels of implementation in Lesson plans and notations of appropriate accommodations.</li> </ul>

<b>Subgroup Goal (ESE)</b>	<b>Goal Manager:</b> Anne Owings
ESE students will increase their rate of proficiency in Reading to 70% as measured by the FSA Reading assessment for the 2016-2017 school year.	

<b>Actions / Activities in Support of ESE Goal</b>	<b>Evidence to Measure Success</b>
<ul style="list-style-type: none"> <li>* VE Liaison will work with classroom teachers to adjust her lesson plan delivery to support what students are doing in their classrooms</li> <li>* Administrators will monitor effective use of strategies in working with students with disabilities in the core instruction</li> <li>* Leadership team will analyze school-wide data to ensure effective planning and instructional delivery are making a positive impact on student performance in the core instruction.</li> </ul>	Student performance data will show increasing performance rates each cycle as tracked by: <ul style="list-style-type: none"> <li>* Common Assessment cycle data</li> <li>* Teacher formative assessment data</li> <li>* iStation performance results</li> <li>* Levels of implementation in Lesson plans and notations of appropriate accommodations.</li> </ul>

<b>Subgroup Goal (If Needed) (Hispanic)</b>	<b>Goal Manager:</b>
Hispanic Students will increase their rate of proficiency in Reading to 70% as measured by the FSA Reading assessment for the 2016-2017 school year.	

<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
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<ul style="list-style-type: none"> <li>* Increase student engagement by using a variety of incentive programs both in the classroom and school wide</li> <li>* Continue to build cultural competency in instruction through article review and discussion in staff meetings</li> <li>* Leadership team will analyze school-wide data to ensure effective planning and instructional delivery are making a positive impact on student performance.</li> </ul>	<p>Student performance data will show increasing performance rates each cycle as tracked by:</p> <ul style="list-style-type: none"> <li>* Common Assessment cycle data</li> <li>* Teacher formative assessment data</li> <li>* iStation performance results</li> <li>* Levels of implementation in Lesson plans</li> </ul>

### Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	School	
						#	%
Students scoring at FSA Level 1 (ELA or Math)	0	0	37	37	30	104	17%
Students with attendance below 90 %	13	6	4	8	10	41	6%
Students with excessive referrals**	5	3	6	5	7	26	4%
Students with excessive course failures**	0	0	0	0	0	0	0%
Students exhibiting two or more indicators	0	0	0	1	4	5	1%

\*Required per Section 1001.42(18)(a)2.,F.S. \*\* Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

### EWS - Attendance

<b>Attendance Goal</b>	Please ensure that your goal is written as a SMART goal.
We will increase the daily attendance rate for the 2016-2017 school year to 98% as measure by the end of year attendance report.	
<b>Actions / Activities in Support of Attendance Goal</b>	<b>Evidence to Measure Success</b>
<ul style="list-style-type: none"> <li>* SBLT will monitor the number of students absent</li> <li>* Child study team will meet bi-weekly to review and make contact with any students showing concerns with attendance</li> </ul>	<ul style="list-style-type: none"> <li>* Monitor monthly attendance reports</li> <li>* Feedback/Results of Child Study team</li> </ul>

<ul style="list-style-type: none"> <li>* Magnet Coordinator will send out attendance warning letters weekly for students who have increasing numbers of absences or tardies.</li> <li>* Attendance included in school wide positive behavior plan and incentives offered monthly</li> </ul>	<ul style="list-style-type: none"> <li>* Monitor the number of Magnet attendance letters being sent per grading period</li> </ul>

**EWS - Discipline**

<b>Discipline Goal</b>		Please ensure that your goal is written as a SMART goal.
We will reduce the percent of office discipline referrals by 50% for the 2016-2017 school year as measured by the end of year discipline report.		
<b>Actions / Activities in Support of Discipline Goal</b>		<b>Evidence to Measure Success</b>
<ul style="list-style-type: none"> <li>*Implementation of Peer Mediate Program</li> <li>* Enhancing School-wide Behavior Plan to include monthly recognition assemblies, Panther Buck drawing, Grade Level Teams of Support</li> </ul>		Reduction in the number of student referrals per month
<ul style="list-style-type: none"> <li>* Implementation of a Principal’s Student Advisory Council</li> <li>* Continued PD on Cultural Competency</li> <li>* Student Participation in Multicultural Activities</li> </ul>		

<b>Discipline Goal – Other</b> (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
We will decrease the percentage of African American students receiving office referrals by 20% as measured by the end of year discipline report.		
<b>Actions / Activities in Support of Goal</b>		<b>Evidence to Measure Success</b>
Implementation of Peer Mediation Program		Reduction in the number of African American students who receive office referrals each month
Continued Implementation of 5000 Role Models/Girlfriends		

**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.

<p>Our school’s established early intervention and extended learning programs include:</p> <ul style="list-style-type: none"> <li>• Hourly teacher intervention pullout for students who are near grade level expectations (LLI)</li> <li>• Teachers conduct small group intervention with students who are significantly below grade level</li> </ul>
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- Promise Time Intervention program conducted after school
- Crazy 8's Enrichment program for Math

**Early Intervention / Extended Learning Goal**

Please ensure that your goal is written as a SMART goal

Goal: To show an increase in performance for at least 70% of those students participating in our Early Intervention and Extended Learning programs as measured by ELP assessment data by June 2017.

Actions / Activities in Support of Goal	Evidence to Measure Success
<ul style="list-style-type: none"> <li>* Utilizing Title 1 funds to implement enrichment activities</li> <li>* Participate in the Districts STEM Academies</li> <li>* Participate in Title 1 Promise time</li> <li>* Increase the number of Hourly teachers for intervention from 2 to 4</li> </ul>	<p>Student performance data will show increasing performance rates each cycle as tracked by:</p> <ul style="list-style-type: none"> <li>* Common Assessment cycle data</li> <li>* Teacher formative assessment data</li> <li>* iStation performance results</li> <li>* iReady performance results</li> <li>* Levels of implementation in Lesson plans and notations of appropriate accommodations.</li> </ul>

## Section 3 – Required Items / Resources

### Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	49	% with advanced degrees	24.5
% receiving effective rating or higher		% first-year teachers	2.0
% highly qualified (HQT)*		% with 1-5 years of experience	18.4
% certified in-field**	100	% with 6-14 years of experience	34.7
% ESOL endorsed	57.1	% with 15 or more years of experience	44.9

\*as defined in 20 U.S.C. 7801 (23). \*\*as defined in Section 1012.2315(2), F.S.

Describe your school's efforts to recruit and retain a highly qualified instructional staff.

- \* Provide opportunities for staff to attend Professional Development conferences
- \* Magnet Coordinator to act as on-site instructional mentors for all new teachers
- \* Magnet Coordinator to act as facilitator and coach for modeling of core curriculum and behavior management.
- \* First year teachers meet with the principal for a status check monthly
- \* Provide financial resources to allow staff to visit model classrooms, onsite professional development And team planning opportunities.

\* Provide compensation for staff providing tutoring and enrichment activities outside the school day

**SAC Membership**

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Kareen	Belnavis	Black	Parent
Randria	Williams	Black	Other Instructional Employee
Sara	DePerro	White	Principal
Ciera	Negretti	White	Teacher
Lynn	Gordon	Black	Parent
		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 type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>
Advertising on school website, marquee, invitation sent home to families at the end of last school year, information included in Principal’s welcome letter to families and a note in the 1 <sup>st</sup> day packets.	

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

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Committee Approval Date:
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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: Sara DePerro
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State Days / Intervals that Team meets below.
SBLT team meets once a week, normally on Wednesdays

**Budget / SIP Funds**

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school’s annual budget plan.

The projected use of School improvement funds will to provide additional science curriculum in the form of in-school weekly workshops to our 3rd-5 <sup>th</sup> grade students (Mad Science-\$2,000)(Diamond Del’s Mining company-\$1500.00) as well as additional professional development materials as funding permits.
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