WELCOME TO
change

School Improvement Plan
2016-17

Frontier Elementary

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

Vision and Direction

School Profile

Principal:	Tracie Bergman	SAC Chair:	Chawnda Saunders

School Vision	100% of students will achieve success.

School Mission	The staff of Frontier Elementary School, in a supportive, trusting, and respectful environment, will work together with enthusiasm and camaraderie. We will endeavor to encourage parent and community involvement and strive for highest academic achievement for all students.

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
650	5%	10%	30%	5%	50%	%

School Grade	2016: C	2015: C	2014: C	Title 1 School?	☒ Yes	☐ No

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	47	47	58	54	48	51						
Learning Gains All	52		67									
Learning Gains L25%	44		55									

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Tracie	Bergman	FT	1-3 years
Asst Principal	James	Pribble	FT	Less than 1 year
Inst. Coach (Literacy)	Dolores	Hudson	FT	20+ years
Inst. Coach (Math)	Jenn	Fair	FT	4-10 years
Counselor	Nancy	Brodosi	FT	4-10 years
Other	Ilene	Braden	FT	20+ years
Other	Chris	Humes	FT	Less than 1 year
Teacher Leader	Jen	Shuman	FT	11-20 years
Teacher Leader	Denise	Steele	FT	1-3 years
Teacher Leader	Patty	Williams	FT	20+ years
Teacher Leader	Laura	Ramos	FT	20+ years
Teacher Leader	Chawnda	Saunders	FT	1-3 years

Total Instructional Staff: 9	Total Support Staff: 1

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).

> School wide expectations (GFS) have been established. They are Be safe, Be tolerant, Be an active learner, Be respectful, Be responsible. A reward system using panther bucks has been put into place school wide to ensure that students demonstrating the expectations are recognized. A menu of rewards is available based on student need, some being tangible and others being more intrinsic or relating to time spent with adults. The expectations are positively stated and visibly posted around the school. Classroom rules as well as rules for common areas are linked to these expectations. A behavior matrix is created to outline expectations in common areas around the school. Rules are developed for specific settings, such as the PE court, lunchroom and playground. Major and minor behaviors are defined and relate to the referral/incident reporting process.

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?

> We will begin the school year with an entire staff training on our PBS system, ensuring that common language is in place across the school. Once per month, the guidance counselor will send out booster shot lessons revolving around our GFS that staff can use to reinforce behavior expectations. A specific amount of panther bucks will be distributed each month to staff, and staff members will need to log the amount of bucks passed out, turned in and left over so that the SBLT can track Tier 1 progress. This will also ensure that there is equity amongst staff participation. In addition, the minor/major incident explanations define problem behaviors and suggest a menu of appropriate responses. Rules in classrooms will be developed from the GFS and must be posted. In addition, teachers each create, submit and with approval from administration, their own behavior management plans that focus on both rewards and consequences. STOIC walk throughs and Tier 1 fidelity checks will be conducted to ensure compliance, student understanding and staff use of the 5:1 positive ratio. The discipline committee will also continue to meet monthly to review data, seek ongoing feedback from staff, and adjust as necessary to ensure a decrease in our discipline data.

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-Wide Character Education will continue with monthly recognition of students who display the character trait. Discipline data will be monitored by SBLT. Students who receive multiple incident reports and/or referrals will be a part of the Tier 2 process. Interventions at this level will include mentoring through our newly implemented Lunch Pals program, student groups, small group lessons by student services, and utilize the school-wide intervention system at a tighter level…more frequent rewards, specific goal setting, social skills training following individual incidents to increase the students' awareness and ability to make better choices in the future .Tier 3 students are those students who receive these interventions but yet continue to be unsuccessful in the classroom setting. These students will need a PBIP or FBA to assist the data collection process. In addition, interest surveys will be conducted and an

individualized plan initiated to meet the student's need, especially during their times of concern. The data collected will include frequency and/or duration data. Replacement behaviors will be taught and reinforced by the classroom teacher. Families and Members of the community will be surveyed through PTA to determine the needs of our current population.

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?

We use the problem solving process. We begin with an observation of the student in the classroom. We look for positive to negative ratios, consistency with the schoolwide and classroom behavior plan, and try to determine any triggers to the behavior. We then meet with the teacher and parent to summarize the observation and receive additional insight into the student. An interest survey is conducted with the student, and a behavior plan focusing on positive behavior reinforcers is implemented and monitored. A student may be connected with an additional adult at school (mentor, role models/girlfriends) to receive additional positive reinforcement and student services support as indicated. Student behavior data is collected and the plan is continually updated, intensified or decreased depending upon student need.

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).

Both incident data and referral data are monitored to determine overall if the PBS system is working. In addition, the Tier 1 fidelity checks and the panther paw dollar reports are monitored to ensure the system is being implemented. School profiles data is used to monitor our disparity data as well as the number of overall referrals and suspensions. We also look at location of the referrals/incidents to determine if it is classroom or common areas. If the data shows disparities or high levels of referrals/incidents, input from the committee is sought and tweaks are made. SBLT looks at data once or twice per month and individual teachers who have high numbers of referrals are also invited to participate to receive supports for students and overall classroom management.

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?

Through professional development, embedded coaching and PLC conversations, our administrators and leadership team ensure that high expectations are in place for all students. Learning opportunities are collaboratively planned, and emphasis is placed on DQ 2 and 3, utilizing high yield strategies from Marzano. This is monitored through walkthroughs with feedback using iobservation.

School Culture / SWBP / Key Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: All teachers will implement the Tier 1 behavior plan so that the overall number of referrals will decrease from 111 to 55 in the 2016-17 school year, and the use of the 5:1 positive ratios will increase as measured by both the STOIC walk through tool and the Marzano tool.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Implementation, training, and monitoring of the revised PBS system with fidelity school wide.	Nancy Brodosi, James Pribble, Tracie Bergman
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	

Goal: The disparity between black and nonblack students will decrease and become non-existent throughout the 2016-17 school year.	
What is the key strategy that you will implement to accomplish this goal?	**Name of person(s) responsible**
Implementation of re-entry strategies to the classroom through mentoring, social skills training, crisis prevention, interest surveys and positive reinforcement strategies.	Nancy Brodosi, James Pribble, School Psychologist, Social Worker
Optional Goal: 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?

One of our school improvement goals last year was to increase instructional alignment to the standards. We began this work with the development of learning goals and scales in the areas of literacy and math with the support of our coaches. These scales were posted and their use aligned to most teachers' Deliberate Practice Plans. Professional development was conducted on creation and use of these scales in the classroom at the start of the year and through embedded PD during collaborative planning. Grades 3-5 began to refer the item specifications for FSA when planning lessons and developing higher order questions with which to assess students. Using the Marzano tool, we were able to measure the level of rigor exhibited during instruction by looking at the elements being observed. We also focused efforts on talk moves and conversation starters to increase student conversation and engagement levels. Teachers received professional development in planning for effective math instruction and took a closer look at designing math lessons using a problem based approach. They were supported in these efforts by the math coach. Using walk through data and student achievement data, we saw some changes in the math instruction across the school and more teachers utilizing the learning scales as a way to ensure their instruction aligned to standards.

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?

One area of improvement is in working with teachers on unpacking the standards themselves and creating lessons aligned to the rigor of the standard rather than just the topic. When talking and planning with teachers, they oftentimes were not able to identify the "do" part of the standard and instead used the script or teaching point provided. There was a lot of overlap of instruction across grade levels, especially in literacy because the specific level of rigor of the standard was not planned for nor addressed. Another area of improvement is on the use of formative assessments and ongoing progress monitoring for both math and reading. When asked the question of how students were performing in relation to the standards it was difficult to determine, as running records do not align and many math assessments and literacy assessments from the district became lagging in that they were given when the unit was over meaning that standards of difficulty were not being retaught to students in an ample amount of time. Students were having large gaps within their understanding and it was difficult to find time to remediate as well as know specifically what they needed in terms of reteaching of content. A third area of improvement is related to the Marzano tool

and the high yield instructional strategies connected to DQ 2 and in particular DQ 3. When looking at the observational data, most teachers fell within DQ2, previewing content, processing content and recording knowledge. Few dipped their instruction to the level of Rigor, asking students to compare and contrast, categorize, and justify and defend. This shows a need for further professional development in this area as well as attention during collaboration planning.

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

Teachers use formative assessments such as journal prompts, writing assignments, MFAS tasks and turn and talk questions to informally judge student learning. As part of their monitoring system aligned to Marzano, they provide feedback in journals, utilize checklists and conferring notes, and have a tracking system on the learning scales to determine student understanding of the standards. Common assessment data is shared via performance matters and data chats are conducted around this data and classroom data two to three times per year. Teachers are working to create their own literacy OPM documents to measure student understanding of the standard after it was taught and to provide a re-teach opportunity during intervention. Math OPMs are currently being used in the same manner. Teachers keep track of pretest and post test data to determine growth.

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).

Middle School information is provided to all 5th grade students at a parent night by our fifth grade teachers. Students also have the opportunity to attend the various middle school discovery nights to determine which program if applicable will best meet their needs. Students are recommended for advanced classes based on test scores, and information about this is communicated to parents by the guidance counselor. Students that are over aged or struggling in academics/motivation are also referred to the Intermediate school for additional supports. Teachers from the middle school have visited our school to meet with students and students are encouraged to attend Summer Bridge at their middle school site. For kindergarten transition, we host an annual Kindergarten Round Up in January, inviting all future kindergarten students at neighboring preschools to meet the teachers, learn about kindergarten curriculum, and tour the school. These future students also receive Kindergarten Counts kits from the JWB.

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.

Instructional Strategy 1	
Collaborative planning for ELA, science and math with an emphasis on standards based instruction using backwards design.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Administration attends planning sessions and monitors lesson plans and instruction through walk throughs. Title one funds are used to provide teachers with PD/planning time to support this work. This is monitored by the teacher attendance as well.	Principal, AP, literacy, science and math coaches
Instructional Strategy 2	
Formative assessments are created and used to measure student mastery of individual grade level standards in a systematic way across ELA, math and science.	

How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Teacher pre and post test data is submitted in 2 week cycles via one drive so that data can be monitored and discussed in data chats. Formative assessments are given prior to the start of a unit and both OPM and formatives are written on a calendar to assist teachers, coaches and administrators. The formatives are attached to their lesson plans. This ensures that they are planned, purposeful and monitored. These assessments were created using both the standards and test specs (when available) to ensure they align to the rigor of the standards.	Principal, AP, literacy science and math coaches, student services team

Instructional Strategy 3
Improve the rigor of instruction and overall monitoring strategies through the use of high yield instructional strategies as related to Marzano DQ 2 and DQ 3.

How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Observational data is collected through iobservation and ratings by teacher, grade level and school wide are analyzed to see where teachers are in their use of these strategies. PD is planned accordingly and teachers are monitored based on their implementation. In addition, data is shared with coaches, who can then ensure that planning sessions include time for discussion around these strategies and that they are incorporated in the lesson planning. Teachers not moving forward in this area are then provided coaching around these strategies, documented by the coaches' logs.	Principal and Assistant Principal

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.

One of our SIP goals is collaboration. We have created a collaboration schedule and all administrators attend the collaboration which is facilitated by our coaches and/or team leaders. The leadership team is used to receive input and make decisions about the school and several committees exist to help support the schools' progress in discipline, academics and parental engagement Our survey data shows satisfaction from the staff in regards to our collaborative efforts.

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.

The collaboration schedule includes time weekly for teams to meet with either the literacy coach or math coach to plan for instruction and review student work through the use of the student work protocol. Teams also have one PLC per month dedicated to discussing students and data. SBLT also has teachers come to the team with concerns about data and it is reviewed more formally in that manner to determine specific interventions for struggling students. Data chats are scheduled at the end of each cycle of testing as well to review student data.

🛑 **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?

During the course of this year, the focus of the in-school professional development was on the Marzano tool and what the different elements looked like in the classroom. Teachers studied DQ 1, 2 and 3 in particular and not just looked at the focus statements but at the desired effects and discussed at length the definition of monitoring and what it looked like in terms of the overall ratings. Teachers practiced rating videos of teachers and discussed results. This helped teachers understand the concept of monitoring students while teaching to make immediate adjustments and assist students rather than waiting to read journals or grade exit tickets at the end of the lesson. Next steps will be to hone in our focus on DQ2 and 3, to discuss the differences in rigor and teacher/student roles within both and to work on developing lesson plans aligned to the elements. This will occur ongoing throughout the year. Professional development was also provided on the overall math look of the math block, and how to develop a problem based classroom. Within that framework, higher order questions, rigorous tasks, journaling and conversation moves were provided. Teachers, with the support of the coach, began to adjust their way of planning math, using different resources and assessments. Next steps include to utilize the test specifications to assist with planning, and really study MFAS training and guided reading training were also provided, with more teachers using both with fidelity. Teachers used the MFAS tasks not only as pre assessments but also as instructional tools during intervention. Next steps include to provide additional coaching support and fidelity checks to make sure these are both used regularly and in an appropriate manner.

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?
PBS Training	Pre School	All Staff, teachers	Implement PBS system with
Formative Assessments and Literacy Standards	Summer	Grade 3-5 Teachers	Teachers study their standards and learn to write assessments/questions using stems and test specs to monitor student progress of standards.
Marzano DQ 2 and 3	Fall-Spring	All classroom teachers	Teachers will have a better understanding of what it looks like to raise the rigor of instruction using Marzano high yield instructional strategies

Backwards Design Training	Pre-School and every 6 weeks after school	All classroom teachers	Teachers will be able to unpack standards AND utilize the unpacked standards to plan for formative and ongoing assessments and daily lessons.
Monitoring through data collections	Fall-Spring	All classroom teachers	Teachers will have an understanding of what monitoring looks like within the various elements of Marzano. This will help them not only monitor for student understanding within a lesson but help them learn to adjust lessons to better meet student needs.

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 has a parent engagement core committee as well as a larger group that focuses on parent engagement strategies and improvement. This committee was implemented in the 2015-16 school year. The primary goal is to look for ways in which to continue to build and improve our relationships with parents. Although our AdvanceEd survey showed that the large majority of parents are satisfied with our school, teaching and atmosphere, there is still a decline in parent participation at various events, whether they be school based or PTA based. On our event surveys many parents indicate time as a factor as to why they do not actively participate or seek out volunteering/mentoring opportunities. Our team has attended the Karen Mapp series of Professional Development and will continue with these training this year. Our overall goal is to keep our focus on student learning and streamline our parent events to make them more meaningful and useful to parents. We will go out into the community to help bring in and connect with our Hispanic families as well as showcase students as well as community resources throughout the year.

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 hosts various reading and math nights throughout the school year to discuss content, provide strategies that parents can use at home and give away resources to assist parents. These nights are hosted by the teacher and are set up in an "open fair" format. In addition, this year we are hosting two data evenings, one for math and one for literacy, where parents can learn about the type of assessments given, look at student data and understand where their child falls in comparison to the whole of the school. We will have a focus on achievement night at the end of the year which will include student work showcases and student led conferences.

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	☐	☒	☐	☐
Families who regularly log onto PORTAL to check student grades / progress	☐	☒	☐	☐
Families who are in regular contact with teachers in person or by phone, text or email	☐	☒	☐	☐
Families who regularly visit the campus for meetings, conferences or school events	☐	☒	☐	☐
Families who report feeling welcome when visiting the campus or contacting the school	☐	☐	☒	☐

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

⬡ Family Engagement / Key Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: The primary goal of our school is to streamline our events and make sure they are linked to learning by providing information on the content as a whole, individual grade level standards information, and resources parents can use at home to assist their children.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Limiting events to primarily those that link to learning and connecting everything we do to our overall vision of 100% student success.	Parent Engagement Team
Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: The goal is to host at least 2 parent events at the neighborhood community center, and reach out to at least 5 businesses that will agree to partner with our school.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Visibility in the community is one key strategy we will use to market our school and partner with the local business and get involved in the local neighborhoods.	Parent Engagement Team

Optional Goal: 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

Constructing a measurable objective for an academic goal is a six-step process.
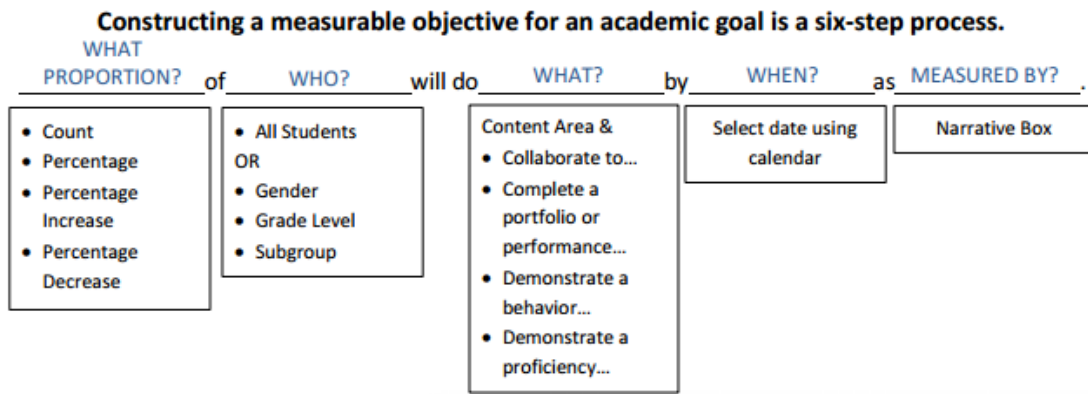
Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

ELA / Reading Goal	**Goal Manager:** Dolores Hudson
We will increase the number of students scoring proficient on the ELA FSA assessment from 47% to 60%, as well as increase the learning gains of all students, in particular those of the lowest 25% from 44% up to 60%.	

Actions / Activities in Support of ELA Goal	**Evidence to Measure Success**
1. Teachers will plan two times per month with the literacy coach, looking specifically at the standards and learning scales and ensuring instruction matches the cognitive complexity of the standard. 2. Include opportunity for students to read independently with teacher conferring and monitoring during the reading block. 3. Instruction in grades k-3 will focus on helping students learn to be readers through the use of the gradual release model, student to student collaboration and opportunities for students to write and talk in response to text. Instruction in grades 4-5 will focus on students reading related paired texts, both nonfiction and fiction, and writing and talking around this text. Teachers will focus on the strategies listed in DQ 3 of the Marzano framework.	Pre/Post test data in grades 3-5 from assessments aligned to test specs Increase in running record levels for grades k-2 Walk throughs using iobservation documenting an increased number of applying ratings in DQ 3 Common Assessment scores matching the OPM data and mirroring our goal of 60% proficiency Conferring notes from teachers documenting increased levels of students

4. Academic Language will be planned and taught explicitly daily and reviewed throughout the year. 5. Formative assessments will be teacher written throughout the modules, aligned to the relevant standards and calendared out to measure student progress in relation to Tier 1/core instruction. 6. Professional development around teaching to a task, planning around the Marzano framework and utilizing the backwards design model will be provided to all teachers to assist them with the alignment of instruction to standards. 7. Guided Reading instruction will be implemented in all k-2 classrooms, with teachers meeting with at least 2 groups per day. Teachers in grades 3-5 will not only use guided reading but also assessments aligned to test specs to assess and remediate students as needed. These assessments will be given as pre/post tests to determine student growth.	reading, as well evidence of students' applying taught strategies/skills Formative Assessment data through the modules will show an increase of students completing grade level appropriate work throughout the year. Professional Development sign ins and teacher DPP practice plan updates. Review of guided reading plans/notes and fidelity checks

Mathematics Goal	**Goal Manager:** Jennifer Fair
We will increase the number of students scoring proficient on the Math FSA assessment from 57% to 70%, as well as increase the learning gains of all students, in particular those of the lowest 25% from 55% to 70%.	

Actions / Activities in Support of Math Goal	**Evidence to Measure Success**
1. Teachers will collaborate at their grade level PLC's using backward planning design to effectively unit plan twice a month with the math coach. 2. Teachers will implement standards-based instruction using high yield Marzano strategies such as examining errors in reasoning and elaborating on content, focusing on student conversation, academic language, and journaling to explain thinking. 3. Teachers will participate in district and/or site based professional math development opportunities around planning for effective math instruction, utilizing MFAS tasks effectively and math journaling with feedback. 4. Learning Scales will be utilized to help track student progress in accordance with the demands of the standard. 5. Teachers will administer regular formative assessments to students in pre/post test format and utilize this data to strategically differentiate instruction and form intervention groups.	Review of lesson plans and intervention plans/fidelity checks OPM data (pre/post) Walk throughs using iobservation documenting an increased number of applying ratings in DQ 3 Professional Development sign ins and teacher DPP practice plan updates. STMath Data Review of student work on MFAS tasks, journals, exit tickets Common Assessment scores matching the OPM data and mirroring our goal of 70% proficiency

6. StMath will be utilized to its fullest capacity to provide both intervention and remediation when run in teacher mode and used by students.	Learning Scale/teacher checklist data on monitoring students during instruction

Science Goal	Goal Manager: Nichole Jones/Michaela Cartwright
We will increase the number of students scoring proficient on the Science SSA from 48% to 65%.	

Actions / Activities in Support of Science Goal	Evidence to Measure Success
1. Utilize Math and 5th Grade Science Common Assessment data from previous district assessments to determine students who will participate in STEM. 2. Monitor these students' progress on science common assessments and math common assessments to look for growth. 3. Share information with STEM teacher, as well as the item analysis of this data. 4. Utilize STEM to close gaps/enrich so students can make learning gains. 5. Review FSA/FCAT data at the end of the year to determine success of program. 6. Make necessary changes as needed.	Pre and Post Assessments from STEM Lab workshops, Science common assessments and 5th grade state assessment.
1. Focus on key vocabulary and usage during workshops. 2. Monitor student progress and growth with pre and post tests from the SLAGS as a part of ongoing OPM. 3. Provide activities where students can explore, read, and draw conclusions focusing on standards and essential questions throughout the workshops. 4. Provide opportunities for students to explore science through literacy with a variety of reading material that focus on essential questions including National Geographic for Kids in grades 3-5. 5. Provide activities where students can explore and draw conclusions and make connections between workshops. Utilize tubs of materials organized by Science Unit to assist teachers in providing these experiences. 6. Connect learning scales and goals to essential questions. Have students explain and check for understanding using key vocabulary. 7. Provide opportunities for students practice the Nature of Science in grades 3, 4 and 5 by creating science boards and connecting experiments to real world. 8. Provide a parent Make and Take for Science to build their knowledge and give them tools to support students on the	Track student progress in the area of science from Lab pre and post test assessments, district common assessments, and classroom pre and post assessments from district SLAGs. Review student work from National Geographic Activities Review science journals and track progress from the student reflections. Walk through data for fidelity of science instruction.

science boards.	

🔷 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.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy School Goal	**Goal Manager:** James Pribble
Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
In 2015-16, school was eligible for national recognition in 0 out of 6 Alliance for a Healthier Generation's Healthy Schools Program Assessment modules. 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. Target for 2016-17, is to become eligible for national recognition in 1 out of 6 Alliance for a Healthier Generation's Healthy School Program Assessment Modules.	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.

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

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

🔵 Academic Achievement Gap

Subgroup Goal (Black)	Goal Manager: Tracie Bergman
Increase the number of African American students proficient on the Math FSA from 50% to 70% and the number of students proficient on the ELA FSA from 43% to 65%.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
1. Increase student time engaged in learning by making all staff aware of the restorative justice philosophy and work with those who consistently write referrals on Black students individually to support both the teacher and the students. 2. Ensure that black students not on track to be considered "on grade level" participate in the Extended Learning opportunities. 3. Provide mentors to struggling Black students through Girlfriends and Role Models so that all struggling black students have an adult on campus to talk to about issues and academics. 4. Implement culturally responsive instructional teaching practices such as cooperative and small group settings, music and movement, and explicit vocabulary instruction. 5. Utilize the gifted universal screener to all 1st grade students to help identify black students for further gifted testing to expand the number of black students in the program. 6. Incorporate more culturally relevant texts, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement.	Monitor student progress using the OPM measures for math and ELA Walk through data to monitor level of instruction, use of culturally relevant texts and culturally responsive teaching strategies as well as check the fidelity of the school wide PBS system Review of student work in all areas to measure to standards and compare to other students to make sure the achievement gap is decreasing Referral data to ensure a decrease in the disparity between African American Students and the total population Monitor the number of black students participating in the Extended Learning Program and track their progress to ensure it is having positive academic impact as measured by their OPM results.

Subgroup Goal (ELL)	Goal Manager: Tracie Bergman
Increase the number of LY ESOL students proficient on the ELA FSA from 15% to 30% and the number of LY students proficient on the Math FSA from 49% to 60%.	

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

1. Utilize a full inclusion in model for grades 2-5 to support students with making learning gains in both reading and math. 2. Provide professional development to all ELL teachers and literacy inclusion ELL in scaffolding strategies and coteaching strategies. 3. ELL teacher role to modify/accommodate the general education curriculum to best meet the needs of the students during core instruction. This instruction should include student conversation, emphasize vocabulary and ensure students are moving towards independence. 3. ELL teacher to attend all planning sessions with general education teachers to stay updated and aligned with grade level standards and receive coaching support to provide appropriate accommodations. 4. ELL teachers to work with math and literacy coaches to build content knowledge and increase use of culturally relevant strategies to support struggling students. 5. ELL teachers to utilize WIDA results and the can do descriptors to determine entry level in the various areas of literacy and accommodate appropriately. Professional development provided by the district will be attended by all ELL teachers. 6. Ensure ELL students attend ELP program for additional academic supports when needed. 7. Promote parent engagement through the use of strategies from the Karen Mapp trainings.	Monitor student progress using the OPM measures for math and ELA Walk through data to monitor level of instruction Review of student work in all areas to measure to standards and compare to other students to make sure the achievement gap is decreasing WIDA Can Do descriptor continuum data

Subgroup Goal (ESE)	Goal Manager: Tracie Bergman
Increase the number of ESE students students proficient on the ELA FSA from 21% to 35% and the number of ESE students proficient on the Math FSA from 29% to 50%.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
1. Utilize a full inclusion in model for grades 4 and 5 to support students with making learning gains in both reading and math. 2. ESE teacher role to modify/accommodate the general education curriculum to best meet the needs of the students during core instruction. This instruction should include student conversation, emphasize vocabulary and ensure students are moving towards independence. 3. ESE teacher to attend all planning sessions with general education teachers to stay updated and aligned with grade level standards and receive coaching support to provide appropriate accommodations.	Monitor student progress using the OPM measures for math and ELA Walk through data to monitor level of instruction Review of student work in all areas to measure to standards and compare to other students to make sure the achievement gap is decreasing.

4. Continuum of services provided to primary grade students with a focus on building literacy skills and number sense through the use of both the ESE teacher and ESE associate. 5. ESE teachers to work with math and literacy coaches to build content knowledge and increase use of strategies to support struggling students.	

Subgroup Goal (If Needed) Enter Goal Name	**Goal Manager:**

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

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)				39	37	76	28
Students with attendance below 90 %	26	24	21	23	20	142	19
Students with excessive referrals**	6	1	3	3	3	16	2
Students with excessive course failures**							Click here to enter text.

Students exhibiting two or more indicators	1			1		2	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**

Attendance Goal Please ensure that your goal is written as a SMART goal.	
Improve the overall attendance rate to 95% from 93.7%, in particular focusing on students who miss more than 10% of the school days and improving that rate from 21% to 15%	
Actions / Activities in Support of Attendance Goal	**Evidence to Measure Success**
1. Establish strict criteria for interventions and processes families struggle with attendance-5 days= letter, 10= conference with parent, 15=letter to TIPS. 2. Set up times for home visits conducted by the guidance counselor and administration/SW to visit with families to discuss attendance and importance of school. 3. Work with JWB partnership/navigator to identify families that need supports to get their children to school on time or on a regular basis. 4. Utilize the Y as a partner to ensure all families have access to before/after care for children to increase attendance. 5. Members of the child study team to be visible at the car circle/front office to motivate and discuss attendance issues with families as they occur. 6. Target students with attendance concerns for student leadership groups such as Role Models and Girlfriends 7. Implement PBS system with fidelity to continue to motivate students as well as keep them engaged in learning.	PBS fidelity checks CST attendance data Biweekly meetings with the JWB navigator Monitor Targeted student attendance data and look for improvements

⬡ **EWS - Discipline**

Discipline Goal Please ensure that your goal is written as a SMART goal.	
Increase the Tier 1, 2, and 3 support for students with excessive referrals so that the number students will decrease from 16 to 10.	
Actions / Activities in Support of Discipline Goal	**Evidence to Measure Success**
1. Implement the new PBS system with fidelity to increase the positive to negative ratios.	Decrease in discipline and Incident report data

2. Train staff to utilize levels of behavior form and and handle behaviors accordingly, including utilizing the incident report. 3. Strengthen tier 2 and tier 3 interventions so that students in need get additional small group and individual supports that work for them. 4. Work with students in the classroom rather than pulling students out to assist with implementation of FBA's and behavior plans on the spot, as well teach students and teachers refocus/reengagement strategies.	Number of students receiving tier 2 and 3 students and their specific behavior data PBS tracking forms to measure the effectiveness of the Tier 1 behavior plan

Discipline Goal – Other (as needed) Please ensure that your goal is written as a SMART goal.	
Specify	

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

⬡ **EWS – Academic Intervention**

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

We have 87 students in 2nd-5th that we would like to service in ELP for Reading. In 4th and 5th there are 32 extra students who are proficient or better in reading, but are not where they need to be in Science and there are 9 students in Math that need help that were proficient in reading. This gives us a total of 128 students that we would like to service for ELP and at least 40 students for enrichment. Our goal is to focus on using the lessons in istation, nonfiction news magazines, and guided reading as a program for reading, Fusion online lessons for science and intervention materials to promote math fluency and exemplar lessons for math.

Early Intervention / Extended Learning Goal   Please ensure that your goal is written as a SMART goal
Goal: Eighty-seven students will be served through our ELP program based on data for remediation in reading and of those students at least 60% will make a gain as measured by the FSA or SAT-10 scores. In addition, 40 students will be serviced through our enrichment program and at least 60% of those will make a gain in math and/or science as measured by the FSA, SSA and common assessment scores.

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

1. Create a rotation schedule for ELP using istation, small group instruction and nonfiction reading that includes conferring. 2. Assign students to tutoring groups based on their SAT 10 scores, FSA scores and Common Assessment scores. 3. Target students from SWD, ELL and AA subgroups based on FSA and SAT 10 scores to attend ELP. Call parent and personally invite them to attend. Look at attendance data as well when targeting students. 4. Utilize Connect To Success for laptops as a way to encourage extended learning if students are unable to attend ELP program.	Istation data from month to month Tier 1 OPM data and Common Assessment data ELP walk through data ELP attendance data

⬡ Section 3 – Required Items / Resources

⬡ Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	49	% with advanced degrees	37%
% receiving effective rating or higher	84%	% first-year teachers	2%
% highly qualified (HQT)*	98%	% with 1-5 years of experience	26%
% certified in-field**	100%	% with 6-14 years of experience	34%
% ESOL endorsed	95%	% with 15 or more years of experience	38%

*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.

We follow the district mentoring program and provide weekly support to all new teachers and monthly support to all teachers with under 3 years experience. Our coaches also provide additional supports and embedded PD to new teachers. We reach out to SPC and invite interns to our school to encourage future teachers in the profession and begin to work them prior to graduation so that they can be hirable in the fall by placing them with experienced teachers, providing ongoing feedback and encouraging them attend professional development. We also attend the job fair each year to meet and interview a vast amount of qualified candidates that will best fit our school and work to meet the needs of our students.

⬡ SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Tracie	Bergman	White	Principal
Chawnda	Saunders	Black	Teacher
Phyllis	McCleary	Multi	Parent
Suzanne	Zuloaga	White	Parent
Morgan	Perry	Black	Business/Community
Norma	Londono	Hispanic	Support Employee
Crystal	Ochoa	Hispanic	Parent
Melody	Taylor	White	Parent
		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?

☒ Yes	☐ No *(Describe the measures being taken to meet compliance below.)*

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

☒ Yes	☐ No	Committee Approval Date: 9/7/2016

SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

☒ Yes	☐ No	Chairperson: Nancy Brodosi

State Days / Intervals that Team meets below.

The team meets every Wednesday morning from 7:45-8:45 am. Two weeks per month are dedicated to math and literacy performance in looking at Tier 1 data. One week is dedicated to looking at behavior data and the final week, tier 2 and 3 data is reviewed and decisions regarding PSW, staffing, and supports are made.

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.

Title One Funds
Literacy Coach-$89,000
Math Coach-$55,000
National Geographic Subscription, books for students and other classroom materials-$20500
ESOL Teacher, Grade 2-$57,000
4 Title One hourlies-$77,000
Teachers to write OPM Assessments and work on Curriculum-$6000
TDEs for grades 4 and 5 teachers to plan ELA curriculum-$4900
Teachers to attend PD on Marzano, backwards design and formative assesments-$20,000
C2C Liaison, Audit Box Liaison and coaches to write PD-$5000
Total Title One: $334400

SIP Funds
Books for Students for Parent Engagement-$2000
Total SIP-$2000

Use this space to paste budget, if desired.