

WELCOME TO  
**change**



# **School Improvement Plan 2016-17**

## **Garrison-Jones Elementary**

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools





# Vision and Direction

## School Profile

<b>Principal:</b> Karen Buckles	<b>SAC Chair:</b> Damon Kuhn
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<b>School Vision</b>	100% Student Success - Together We Succeed - TEAMWORK!
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<b>School Mission</b>	At Garrison-Jones Elementary, we believe that the purpose of education is to develop the whole child through a broad based curriculum which fosters a positive self-concept, creativity, self-discipline, values and life skills.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
713	3%	3%	20%	3%	70%	1%

<b>School Grade</b>	<b>2016:</b> C	<b>2015:</b> A	<b>2014:</b> C	<b>Title 1 School?</b> <input type="checkbox"/> Yes <input checked="" 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	56%	59%	69%	67%	51%	61%						
Learning Gains All	53%		65%									
Learning Gains L25%	35%		42%									

<b>Total Instructional Staff:</b>	<b>Total Support Staff:</b>
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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).

*We have clear processes for arrival, dismissal, and moving around campus. Our gates are locked during the day and staff are trained on how to respond to visitors on campus without proper identification. We have a comprehensive crisis response plan and complete drills to ensure all students and staff know how to respond to a crisis on campus. Reports of unsafe or inappropriate interactions are responded to in a timely fashion*

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Karen	Buckles	FT	11-20 years
Asst Principal	Erica	Pollick	FT	Less than 1 year
Teacher Leader	Sandy	Caterson	FT	4-10 years
Teacher Leader	Kim	Eash	FT	4-10 years
Teacher Leader	Nivia	Brito	FT	1-3 years
Teacher Leader	JoAnn	Riani	FT	11-20 years
Teacher Leader	Susan	Gould	FT	11-20 years
Teacher Leader	Melissa	Barrs	FT	4-10 years
Teacher Leader	Katrina	Bagu	FT	11-20 years
Teacher Leader	Jennifer	Visalli	FT	20+ years
Teacher Leader	Elani	Strawn	FT	4-10 years
Teacher Leader	Samantha	Dunn	FT	4-10 years

*by appropriate staff (behavior specialist, counselor, social worker, or administrator). A Positive Behavioral Intervention and Support system is in place and students and staff are trained at the beginning of each year, with booster sessions scheduled several times during the year. Students are able to earn PRIDE Passes (reinforcers for demonstrating expected behavior) and are able to use them throughout the year for desired reinforcement activities (parties, snacks, prizes, etc.). PRIDE Passes are color-coded to monitor which staff/grade levels are using them with fidelity. Our PBS committee and SBLT work together to plan booster activities throughout the year to reteach the behavioral expectations and members of SBLT walk through classrooms during booster activities to offer support.*

**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?

*School-wide expectations (SWE) are posted throughout campus, with the expectation that all teachers have them posted in their classrooms. Administrative walkthroughs include verifying that the SWE are posted. SWE are referred to when students are praised for positive behavior and are reviewed with students who receive a referral to the office. Our school wide behavior plan outlines our school wide expectations, common rules, available reinforcers and consequence hierarchy. Students are taught these expectations and rules at the beginning of each school year by the classroom teacher and in an assembly with the school counselor. Teachers are provided with a behavior handbook that outlines the protocols for disciplinary incidents and provides suggestions for interventions to attempt prior to referring the student to the office for disciplinary action. These processes and procedures are reviewed annually with staff during a staff meeting. We have developed a Communication Form that is used to document teacher-managed classroom behaviors. The data is compiled and graphed and shared with staff in PLCs and data chats. Data includes the date, time, location, SWE not met, behavior(s) observed, teacher who documented the behavior, and a brief description of the behavior and the action taken by the staff member. This data allows our SBLT to see patterns of behavior across campus and to implement appropriate interventions (either through core or interventions).*

**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.

*Character education lessons are provided by the school counselor as part of core (Tier 2) instruction. Lessons include behavioral, social-emotional, and academic topics. Students are identified for supplemental (Tier 2) or intensive (Tier 3) interventions based on performance data reviewed by members of the SBLT. Policies and procedures for our school-wide behavior plan, including core and supplemental behavior interventions, are outlined in our Behavior Handbook. The Behavior Handbook is provided to staff and reviewed with them in a faculty meeting. Students in need of supplemental or intensive supports are identified by the MTSS/Student Services Team through review of a variety of data sources, including communication forms (school-based data tracking system for classroom-managed behaviors), office referrals, and calls to the office for assistance. The MTSS/Student Services Team consults with the teachers of identified students and may complete an observation of the classroom to get information about the core behavior management system. A Student Services Team Member is assigned to work with the teacher, student, and family to identify improvements to core and/or interventions to implement based on student needs.*

**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?

*The school counselor provides classroom lessons focusing on character education to meet the social-emotional needs of the students. Students who need additional support are serviced by the counselor, behavior specialist, social worker, or psychologist, who also works with the teacher(s) on identifying interventions to use in the classroom. Students with physical needs are referred either to the school nurse, social worker, or counselor depending on the 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).

*The School-Based Leadership Team (SBLT) reviews academic and behavioral data to determine students in need of additional supports. Data sources include Performance Matters, DecisionEd, FOCUS, and our own database for communication forms (classroom managed behaviors). Monthly data meetings are held with classroom teachers where teachers review data and use the data to guide lesson planning. Students receiving supplemental interventions in reading are progress monitored with DIBELS probes every other week. Students receiving supplemental behavioral interventions are progress monitored in a variety of ways, determined by the intervention and the student services team member working with the student and 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?

*Leadership work on teams that include Leadership Team, SBLT, PBS, SIP Goal Managers to define, review, revisit and monitor school goals. We meet to discuss data and set an action plan. Action Plans are reviewed. Walk throughs with feedback are conducted.*

**School Culture / SWBP / Key Strategies**

**Goal 1:** What is your primary goal and strategy to improve the overall culture, climate at your school?  
Goal: *Improve classroom teacher’s ability to identify student triggers and deescalate student behavior*

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Trauma Informed Care Training	Karen, Buckles, Erica Pollick, Vanessa Lofstedt, Bob Cormier
<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: <i>Decrease # of Black students receiving referrals by 10% and/or Decrease # of referrals from Black students by 10%</i>	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Mentoring, Small Group for Behavior Management	Karen Buckles, Erica Pollick, Bob Cormier
<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?

*We meet to align instruction to standards. Our data is disaggregated for subgroups. Standards are the starting point for planning improvements. Each grade takes responsibility for standards requirements within that grade and examine the standards in textbooks and other instructional materials, and in lesson plans of individual teachers. Time is also devoted for staff to examine whether or some of the standards requirements are taught in previous grade. Staff can also review the prerequisites to the requirements to be sure they are provided in previous grade levels. To ensure grade level continuity, staff meet with adjacent grade levels. Teachers meet to identify connections between instruction and standards.*

*We used student performance data from common assessments. We saw great success in 5<sup>th</sup> grade common assessment results. 1<sup>st</sup> grade showed success on SAT 10. 2<sup>nd</sup> grade showed gains on common assessment; however little growth on SAT10. 3<sup>rd</sup> grade was strong on common assessments; however, dropped on FSA ELA, but had gains on FSA math. 4<sup>th</sup> grade struggled on common assessments, yet scored gains on FSA ELA and FSA Math. 5<sup>th</sup> grade showed gains after the first common assessments in the content areas of ELA, Math, and Science. It did not translate in the year to year FSA data. There was a slight improvement on the rising student FSA ELA and FSA Math data.*

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?

*Our focus this past year was in Jan Richardson’s Guided Reading. Talk Moves across content; Number Talks for strengthening math fluency and thinking, Kagan strategies to increase student engagement; student data notebooks to increase student awareness and accountability. Though we saw increase in running records our FSA ELA score do not reveal consistent and across grade level improvements. Our focus should begin now in studying strategies that will increase comprehension skills with on grade level text paired with ongoing in depth writing.*

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 determine what students are supposed to teach and what students will do to prove they understand in required ways. We start this by backwards planning. The teachers use assessments to gauge progress (observation, informal, formative, summative, common assessment, performance matters) as well as learning goals and scales. In addition, we schedule individual, grade level, primary/intermediate, and whole group data meetings.*

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).

*We define grade level goals and strategies that align with the district and state goals. These strategies and the primary responsibilities of each grade level for implementing the strategies are discussed weekly in Professional Learning Communities in our school and classrooms. We follow the timelines set forth through pacing suggestions. When planning teachers keep the focus on student achievement for all and to effectively address the needs of students including students with special challenges, such as English Language Learners and students with disabilities. Through grade level PLCs and articulation meetings, we communicate grade level proficiency to continue the thread of learning goals and scales tied to the standards in support of successful transition.*

**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>	
<i>AVID</i>	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
<i>Monthly Meetings</i>	<i>Wendy DeRee</i>
<b>Instructional Strategy 2</b>	
<i>Backwards planning for standards based instruction</i>	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
<i>Viewing lesson plans and providing feedback</i>	<i>Karen Buckles</i>
<b>Instructional Strategy 3</b>	
<i>Pairing on grade level reading and writing comprehension</i>	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
<i>Reading response journals and student writing samples</i>	<i>Karen Buckles</i>



**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.

*Our master schedule was developed with teachers. Teachers understand that collaboration is critical and strengthened by ensuring daily common planning times within each grade level. Weekly grade level PLC’s are conducted by specific curriculum area to include an emphasis on sub groups of students. The Administrators, Guidance Counselor, Behavior Specialists, and Resources teachers are in attendance at these weekly PLC’s to provide support.*

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.

*Each grade level schedules weekly PLCs and common planning. Time is noted in the master schedule. We hold monthly data chats (individual, grade level, whole school). We have scheduled” Just In Time” Trainings for Science (September); Effective/Standards Based math professional development (early fall); iStation training with Cherie Marsh (September); Trauma training (Pre-School); New teacher book study.*

**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?

*Jan Richardson’s Guided Reading. We have seen evidence of the training that has led to teacher effectiveness. We have several new teachers who received intensive training and saw immediate increase in teacher effectiveness. Our next steps will be to continue Jan Richardson with new teachers this year as well as JIT training in math on backwards planning. We have also added several Just In Time trainings for this school year that are focusing on Standards based Instructional practices/planning, as well as iStation and ST Math planning and effective use of data from these web resources.*

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?
<i>Trauma</i>	<i>Preschool</i>	<i>all</i>	<i>To understand and respond to the needs of students.</i>
<i>JIT Math</i>	<i>September/October</i>	<i>all</i>	<i>Increase knowledge in backwards planning/Standards Based Instruction</i>
<i>Classroom Management</i>	<i>Summer</i>	<i>New Teachers</i>	<i>To support classroom environment</i>

JIT iStation	September	all	Increase knowledge in using iStation to plan for small group instruction
JIT Science	Monthly	Grade Levels	Focused on Standards Based 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).

*Engages stakeholders effectively in support of the school's purpose and direction. This year we will be providing a parent AVID training, Student Led Conferences for our parents to come in and have their children walk them through their learning outcomes, Bullying Preventions training for parents and community stakeholders, National Walk and Roll to school event in coordination with community leaders, parents, and faculty.*

**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.

*Parent workshops on AVID, FSA workshops, how to Support FSA at home, and two student led conferences. Branch Ranch, Field Day, Annual Veteran’s Day Recognition celebration, World Language International night sponsored by the PMAC club.*

### 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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: <i>Engages stakeholders effectively in support of the school's purpose and direction by several forms of communication with our parents and stakeholders.</i>	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<i>Communication through monthly newsletters hardcopy/electronic; weekly connect ed phone messages, Peach Jar flyers, Website (School/PTA), Facebook pages for both school and PTA, and the school Marquee.</i>	Karen Buckles; Carrie Osiel
<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: <i>To participate in several forms of community outreach programs.</i>	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<i>The National Walk and Roll community event; Annual Edgewater Park Local School Showcase; and creating more business and parent partnerships; Annual Veteran's Day Recognition, ESOL Parent Meeting, Olympic Field Days, Walk-A-Thon, Student-Led Conferences, Pioneer Day, Parent Workshops (Bullying Prevention, FSA, AVID, and Dual Language), Various Teacher/Student curriculum recognition programs, Great American Teach-In, and Volunteer opportunities for our community led by our students.</i>	Karen Buckles, Carrie Osiel
<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

Constructing a measurable objective for an academic goal is a six-step process.

WHAT  
PROPORTION? of WHO? will do WHAT? by WHEN? as MEASURED BY?

<ul style="list-style-type: none"> <li>Count</li> <li>Percentage</li> <li>Percentage Increase</li> <li>Percentage Decrease</li> </ul>	<ul style="list-style-type: none"> <li>All Students OR</li> <li>Gender</li> <li>Grade Level</li> <li>Subgroup</li> </ul>	Content Area & <ul style="list-style-type: none"> <li>Collaborate to...</li> <li>Complete a portfolio or performance...</li> <li>Demonstrate a behavior...</li> <li>Demonstrate a proficiency...</li> </ul>	Select date using calendar	Narrative Box
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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> Karen Buckles, Erica Pollick, Melissa Barrs, Kim Eash, Jennifer Vissali
By the end of the year, our ELA (Reading and Writing) students will increase their level of reading proficiency from 56% to 64% on the 2016-2017 FSA ELA assessment. We expect to see these results in students' learning outcomes.	
<b>Actions / Activities in Support of ELA Goal</b>	<b>Evidence to Measure Success</b>
Teachers will use: <ul style="list-style-type: none"> <li>iStation for small group instruction</li> <li>Jan Richardson Guided Reading</li> <li>Standards based instruction/Architecture of a mini-lesson</li> <li>Rigorous questioning</li> </ul>	Walk Through Teacher Observations/Feedback Student Interviews iStation Reports PLC minutes Teacher Observations/Conferring Running Record Data Student Journals Planned questioning
Teachers will use: <ul style="list-style-type: none"> <li>Journaling across content areas</li> <li>Architecture of a mini-lesson</li> </ul>	Conferring Student journaling Teacher observation/feedback

<b>Mathematics Goal</b>	<b>Goal Manager:</b> Karen Buckles, Erica Pollick, Katrina Bagu, Samantha Dunn
By the end of the year, our students will increase their level of mathematics proficiency from 69% to 75% on the 2016-2017 state mathematics assessment. We expect to see these results in students' learning outcomes.	
<b>Actions / Activities in Support of Math Goal</b>	<b>Evidence to Measure Success</b>
Teachers will use Number Talks daily for ten minutes during their math block in order to build stronger mathematical computational fluency skill, as mentioned in the eight mathematical practices.	Walk Through Teacher Observation Student Interviews

Effective use of Standards based instruction  St Math 90 minutes a week	Training – Effective Planning of Standards based Instruction  Training – St math with focus on standards based instruction Pulling reports to monitor student growth
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<b>Science Goal</b>	<b>Goal Manager:</b> Karen Buckles, Erica Pollick, Susan Gould
By the end of the year, our students will increase their level of science proficiency from 51% to 59% on the 2016-2017 state science assessment. We expect to see these results in students’ learning outcomes.	
<b>Actions / Activities in Support of Science Goal</b>	<b>Evidence to Measure Success</b>
The teachers will have the students conduct science experiments using project based learning focusing on the nature of science. 5 <sup>th</sup> grade students will complete the What’s the Evidence booklet as part of a review for the FSSA. 5 <sup>th</sup> grade students will participate in the BOAST science review. 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade students will participate in science lab investigations.	Beginning and mid- year diagnostic tests (5 <sup>th</sup> grade) Pre and post tests for the science lab (grades 3 <sup>rd</sup> -5 <sup>th</sup> .) Project Based Learning End of Year Science Showcase

**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> STEM	<b>Goal Manager:</b> Wendy DeRee, JoAnn Riani, Nivia Brito
We will maintain an after school STEM Academy to increase access to STEM for students with an increased focus on under-represented populations. This will help to increase our science proficiency from 51% to 56%.	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
The teachers will use... <ul style="list-style-type: none"> <li>Goals and scales to drive science labs</li> <li>Teacher judgments as well as summative assessments to drive small groups in the STEM academies</li> <li>4<sup>th</sup>/5<sup>th</sup> grade will meet weekly for a total of 20 sessions.</li> <li>During each session teachers use specific content related lessons which enrich student knowledge and application.</li> </ul>	Formative Assessments Student and Teacher feedback using learning scales Teacher and Student conferring Inquiry based science labs
The teacher will be able to offer the students the following: <ul style="list-style-type: none"> <li>The academies offer opportunities to conduct hands-on STEM investigations, explore careers in STEM, improve</li> </ul>	Informal and Formal Assessments FSA assessment results

<p>team building and leadership skills, learn about business planning and interact with community business partners.</p> <p>4th and 5th grade students will meet 2x/week for 3 hours per day to receive assistance with current curriculum as well as additional</p>	<p>Pre/Post Assessments on different concepts taught in the STEM academies.</p> <p>Learning Scales</p>
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Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> Healthy Goal	<b>Goal Manager:</b> Kelley Lister
Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	
Actions / Activities in Support of Goal	Evidence to Measure Success
<p>In 2015-16, school was eligible for national recognition in <u>5 out of 6</u> 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 <u>6 out of 6</u> 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>

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

**Academic Achievement Gap**

<b>Subgroup Goal (Black)</b>	<b>Goal Manager:</b> Karen Buckles & Erica Pollick
We will integrate diverse culturally relevant genres of texts, articles, and multimedia in the classroom. We will confer through student’s journals across content areas.	
Actions / Activities in Support of Black Goal	Evidence to Measure Success

Teachers will provide diverse texts, articles, and multimedia resources.	Lesson Plans
Teachers and students will use journaling to respond diverse activities across content areas.	Teacher and student comments in journals

<b>Subgroup Goal (ELL)</b>	<b>Goal Manager:</b> Jennifer Visalli, Karen Buckles, Erica Pollick
By the end of the year, our ESOL students will increase their level of reading proficiency from 20% to 26% on the 2016-2017 FSA ELA assessment. We expect to see these results in students' learning outcomes.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Teachers will use Jan Richardson's Guided Reading.	Teachers will confer with ESOL students and provide feedback and suggestions for growth. Teachers will collaborate and plan lessons based on the needs of the students.
The ESOL students will use the ESOL Learning Logs to support writing. Teacher will provide feedback.	Teachers will provide feedback to the ESOL students. The students will have an opportunity to practice and enhance their writing based on the grade level writing standards.

<b>Subgroup Goal (ESE)</b>	<b>Goal Manager:</b> Kelsie Schnieder, Susanne Daily, Karen Buckles, Erica Pollick
By the end of the year, our ESE students will increase their level of reading proficiency from 13% to 19% on the 2016-2017 FSA ELA assessment. We expect to see these results in students' learning outcomes. By the end of the year our Gifted students will increase their level of reading proficiency from 94% to 97% on the 2016-2017 FSA ELA assessment. We expect to see these results in students' learning outcomes.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
The teachers will use... <ul style="list-style-type: none"> <li>• Jan Richardson's Guided Reading</li> <li>• iStation as supplemental support</li> <li>• Collaborative planning with grade level teachers to implement support of Standards Based Instruction</li> <li>• Phonemic Awareness skills (Build Up/Spiral Up) Intervention Kits</li> <li>• Fluency McMillian</li> </ul>	Student data from Common Assessments, Running Records, iStation, and FSA Student teacher conferring Student data tracking
The gifted teacher and the general education teachers of gifted will collaborate to create research based projects for	Student data common assessments, rubrics, student interviews, journaling

students to help students to make deeper connections to specific topics.	
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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)	0	0	22/11	18/15	21/13	306	20/8
Students with attendance below 90 %	11	9	12	10	9	52	8
Students with excessive referrals**	0	3	3	2	4	12	2
Students with excessive course failures**	0	0	6	3	0	9	1
Students exhibiting two or more indicators	0	0	2	2	3	7	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**

Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
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<b>Attendance Goal</b>	Please ensure that your goal is written as a SMART goal.	
We will decrease out amount of students who missed 10% or more of the school year from 8% to 5%.		
Administration team along with the SBLT team will monitor student attendance	Decrease in attendance reports	Increase student attendance
Teachers will notify the Child Study team members of any students they have concerns about frequent attendance issues	Child Study meeting minutes	Teacher communication with CTS

**EWS - Discipline**

<b>Discipline Goal</b>	Please ensure that your goal is written as a SMART goal.	
The SBLT team will review data monthly and follow up with teachers needing additional support with behavior management. This will allow us to decrease student referrals from 2% to 1%.		
<b>Actions / Activities in Support of Discipline Goal</b>	<b>Evidence to Measure Success</b>	
Monthly SBLT meetings with follow up as needed	Meeting Minutes	

<b>Discipline Goal – Other</b> (as needed)	Please ensure that your goal is written as a SMART goal.	
Specify		
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>	

**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.

Students will have the opportunity to attend extended learning programs that focus ELA, Math, and Science.
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<b>Early Intervention / Extended Learning Goal</b>
Please ensure that your goal is written as a SMART goal
Goal: Students will have the opportunity to attend extended learning programs that focus on ELA, Math, and Science concepts. We will increase FSA learning gains in ELA from 35% to 40% for our L25; Math from 42% to 47% for L25; and Science from 51% to 56%.

Actions / Activities in Support of Goal	Evidence to Measure Success
Students will attend weekly Extended Learning Sessions based on SAT 10 and FSA data.	Ongoing Assessments Common Assessment Scores SAT 10/FSA Assessment Scores

## Section 3 – Required Items / Resources

### Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	52	% with advanced degrees	23.1%
% receiving effective rating or higher	66.7%	% first-year teachers	0%
% highly qualified (HQT)*	76.9%	% with 1-5 years of experience	28.8%
% certified in-field**	100%	% with 6-14 years of experience	46.2%
% ESOL endorsed	57.7%	% with 15 or more years of experience	25%

\*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.

Retaining effective teachers requires us to implement specific strategies focused upon retention. Effective teachers stay when they know they are supported. We look at our teacher’s talents and needs. Talented teachers are motivated when you create career ladders that allow teachers to gradually earn leadership opportunities. We offer training opportunities to meet their needs or to enrich their growth. We respect their time and compensate them when appropriate. We pair them with mentor teachers and involve them in peer coaching. We do our best to build opportunities for teachers’ various interests and strengths in a collaborative environment. We provide them opportunities to expand their reach and to enrich their interests.

### SAC Membership



SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Mimi	Skeim	Hispanic	Teacher
Lorena	Kogan	Hispanic	Teacher
Karen	Buckles	White	Principal
Damon	Kuhn	White	Parent
Nancy	Guitierrez	Hispanic	Parent
Kristine	Bates	White	Parent
Brain	Schuh	White	Parent
Phyllis	Gorsche	White	Business/Community
Cynthia	Gay	White	Parent
JoAnn	Riani	White	Teacher
Justin	Sharp	Black	Parent
Christian	Pelias	Hispanic	Parent

**SAC Compliance**

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date: 8/3/2016
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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: Vanessa Lofstedt
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State Days / Intervals that Team meets below.
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Wednesdays at 9:00 a.m. weekly

 **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.

Professional Development for teacher collaborative planning and data analysis

The SIP funds will be used to provide Professional Development and Collaborative Planning Sessions focusing Standards Based Instruction across content areas.