School Improvement Plan 2017-18

Bay Point Elementary Magnet

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal: Sara DePerro	SAC Chair:

School Vision	100% Student Success

School Mission	Through our curriculum, we will facilitate learning by providing relevant, multi-dimensional learning experiences. We will place a special emphasis on the integrated applications of mathematics, science, foreign language and technology to prepare students to function productively in our global environment.

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
619	4%	67.7%	11.3%	4.0%	12.9%	0%

School Grade	2017: C	2016: C	2015: B	Title 1 School?	☒ Yes ☐ No

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	52%	46%	55%	50%	47%	45%	N/A	N/A	N/A	N/A	N/A	N/A
Learning Gains All	54%	52%	61%	51%								
Learning Gains L25%	43%	42%	49%	34%								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Sara	DePerro	FT	4-10 years
Asst. Principal	Randria	Williams	FT	1-3 years
Magnet Coordinator	Ciera	Negretti	FT	4-10 years
Guidance Counselor	Ernest	Cannon	FT	Less than 1 year
MTSS Coach	Melanie	Taylor	FT	Less than 1 year
School Psychologist	Heather	Jakobiak	Itinerant	4-10 years
Social Worker	Kelley	Farrow	Itinerant	1-3 years
Teacher	Natasha	Furse	FT	1-3 years

Total Instructional Staff:		Total Support Staff:	

School Culture for Learning

School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

> Our expectations for a safe, secure and healthy learning environment includes a community commitment for our guidelines for success and our Positive Behavior Plan: Being Safe, Being Respectful, and Being Responsible. In doing so, we will use a common language across campus and throughout grade levels aligned to Report card behavioral and academic language. During morning arrival and afternoon dismissal, teachers and student patrols are stationed throughout the school to supervise student behavior and safety. Students are selected weekly for student of the week and monthly for citizen of the month. Bay Point implements fire, tornado and lock down drills as required by school board policy. In addition, students get points for their "Team" for displaying character traits that would make them productive citizens and following our guidelines for success of "Being Safe, Being Responsible, Being Respectful". Our students are also recognized through school wide assemblies and recognition on the morning show for meeting our school-wide expectations. We also include a tradition of a morning ritual of a school wide commitment to character pledge.

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

> Our plan includes:
> 1. Staff training during pre-school and refreshers during staff meetings
> 2. School wide assemblies being held regularly for review and reminders of the guidelines (planned by student leaders on campus)
> 3. School wide visual aids
> 4. Development of school store for students to spend their earned "Panther Bucks" for following our GFS.
> 5. School wide "House" concept where student teams are rewarded and recognized for meeting our Guidelines for success.
> 6. Integration/beginning of Restorative Practice circles to be rolled out in staff meetings and PLCS, with movement into the classroom with willing staff members.
> 7. Implementation of Minor Incident forms as a form of communication home with behavioral concerns.
> 8. Feedback given by administrative team after a behavior incident
> 9. Teacher PLCs will discuss and problem-solve students of concern
>
> Our school will ensure that expectations are implemented equitably by:
> * We will be implementing a bi-weekly progress report to be sent home to families
> * Classroom rules are tied to their connections to guidelines for success
> * Monitoring accuracy and categories of behavioral referrals being written
> * Lesson plans and expectation matrix will be shared with school staff and delivered in the classroom on a specified and calendared event schedule

- Staff MTSS-behavior committee will be convened, with MTSS coach as the facilitator, to review student behavior concerns along with supports and interventions that can be put in to place to support the student before a student reaches the referral level.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

School will be increasing its deployment of character education, including classroom lessons. The school will also be creating a school climate through student team building activities and partnerships across grade levels to address inappropriate behavior. Our world language team provides daily language and cultural instruction. School team is also committing to alternate behavioral interventions in lieu of exclusionary practices such as suspension (including work in other teachers classrooms, meet with Administrative team, Intervention by Students services, working with student families on alternatives, etc.) Exclusionary practices will be used as a last resort. To those efforts, the school has designated a team to guide our staff on the impact and implementation of restorative practices. Our school has also created the position of MTSS Coach to help implement our plan and support our staff for seamless MTSS focus.

MTSS is managed by School Based Leadership Team through the following processes
Tier 1 Academic - core curriculum measured by grade level formative assessments.
Tier 2 Academic - identified by deficient and severely deficient on MAP assessments – small group intervention based on student needs outside of reading block – (interventions – iStation, Build Up Phonics, Jan Richardson routines, repeated reads, LLI) - monitoring is biweekly using iStation test assessments
Tier 3 Academic - students not meeting expectations with Tier 2 interventions (with data up to 6 weeks) team will consider alternate intervention methods and identify the student for possible problem-solving worksheet (PSW).

Tier 1 Behavior – Guide Lines to Success posted around school- teacher classroom behavior plan - monitored by student behavior reports, teacher referral (positive and negative) and Class Dojo.
Tier 2 Behavior – students have 2 referrals – individual plan is developed - could be check in/check out, mentor, small group (guidance or social skills), – individual plan needs to be initiated by teacher in the classroom (behavior contract).
Tier 3 Behavior – PBIP/FBA – if not successful on tier 2 - measured by data collection of individual or continued referrals

Data-Based Problem Solving
4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

Our school's plan for meeting the needs of students who are in need of supplemental or intensive supports include:
- Panther Pal mentoring program re-established
- Parent communication (bi-weekly)
- MTSS Coaching support
- Behavior Support team (staff committee who will review current concerns and next steps)
- Individualize behavior plans- classroom, than student services and finally administration if needed. Data is collected on current interventions and progress. If initial classroom and administrative interventions prove ineffective and the data indicates more intensive intervention is necessary, Student services team develops

	PBIP progressing to FBA if appropriate. (Behavior plans include behaviorally contracts, check-in and check-out, mentor, etc).
•	SBLT reviews student discipline data (group as well as individual) on a monthly basis to suggest any additional supports that may be needed
•	School counselor provides small group or individual counseling based on teacher/parent referrals – monthly guidance lessons in class.
•	Pack a snack program for additional food for students.

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

Monthly team reviews of data being collected to determine if additional supports necessary. MTSS Coach will do a bi-weekly data review to see if any immediate actions are necessary. Data sources include reviews of School Profile Data, Performance Matters, FOCUS grade book and behavior referral list by teacher. Bi-monthly child study teams, including all required members, that address students that have missed 10% or more of school and look for trends of why students are not attending at your school. Principal will make contact with all students exceeding 10% absences after the 10 day count to stress the importance of attendance and to try to find out the root cause for the absences.
The child study team will complete the PSW for Attendance quarterly to assist with problem solving to determine the most common reasons/barriers your students miss school. Team will review in school profiles the Reasons Absence Report and develop interventions that target trends of
why students are absent. If "pending" is the most frequently used code then have an activity to develop processes to find out WHY student are missing school. Utilize the new attendance letters that include graphs comparing the absences of peers. Ensure families are aware of the importance of attendance and engage them in attendance related activities. Develop attendance incentive programs and competitions.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

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

⬡ **School Culture, Climate / SWBP / Key Goals and Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
We will see a decrease in the overall number of office referrals being written by 10% as compared to the EOY discipline data from 2017	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
*Increasing school character education and school wide adult/student relationships * Conduct student created "infomercials" about examples and non-examples of following our guidelines for success * School wide assemblies to celebrate citizenship an academic success as well as refreshers about school wide expectations	Mr. Cannon Administration
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.	

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Reduce the number of Black students receiving referrals as compared to their non-black counterparts by 5% as compared with end of year referral data between EOY 2017 and EOY 2018	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
• Implementation of Principal's Advisory circles • Increase student engagement by using a variety of incentive programs both in the classroom and school wide • Targeting African American students for extended learning opportunities inside and outside the classroom. • Implementing a mentoring program to include 5000 roles models and Girlfriends • Provide an instructional model that ensures rigorous, culturally relevant instruction for all students using assignments aligned to challenging state standards, engagement strategies and student-centered practices. Rigorous instruction will include hands-on learning activities and project-based learning which is student-led in focus.	SBLT
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
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 <u>successes</u> have you seen to date? What data did you review to measure your success?

Our school's efforts to align instruction have included teacher professional development in Marzano, Just in Time Training with Math and Science Coach, and providing collaborative planning time in master schedule. We have seen, based on ISM walkthrough data, staff discussions, and performance results a growing success in the areas of focus. Data that was reviewed to measure success include student performance on MAP Assessments, SAT-10, FSA results and scores on Teacher observation scale.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key <u>areas for improvement</u> in your school? What data did you review in reaching these conclusions?

Key areas for continued improvement include reducing the amount of time of teacher direct instruction in core, increase the number of hands on learning opportunities, and unpacking and understanding the standards. The content areas that continue to need the most support are Reading and Science based on the lower than expected learning gains for these two areas based on FSA returns. Data reviewed included staff survey, student learning results, parent input and administrative feedback in observations.

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

Teachers review student performance periodically to assess their mastery of standards, both discussing with team in PLCS and Administrative Data chats. Teams will be using new MAP assessments and a variety of formative assessment pieces to measure performance. Teachers utilized Goals and Scales to allow students to measure their progress in their content areas. Also, students' iSIP reading data will be tracked monthly to track current progress. This data will then be used to conduct data chats and next steps for students as part of their personalized learning plans. Based on this data, collaborative planning sessions will be used to address any learning gaps and or needs for enrichment. Additionally, Running Records will be used as an ongoing measure of improved performance.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

A PMP or Progress Monitoring Plan is developed for student's not meeting expectations. Specific strategies are put into place that addresses the individual's deficiency. The interventions and the plan are updated after each review cycle. PLCs meet weekly to discuss student performance and ability grouping within the classroom. Struggling students are also selected by performance for pull-out in LLI (Leveled Literacy Intervention). "Bubble" students are identified for extra support and intervention to move them to the next level. Also, all students not meeting grade level expectations as measured by SAT-10 or FSA results are placed in a Tier 2 progress monitoring program where data is collected on a bi-weekly basis to assess if current interventions are being effective and whether there is a need to change the intervention or proceed in the Rti process. Extended Learning program and Summer Bridge are also recommended. All teams will meet a minimum of once a month to share data of Tier 1, Tier 2 and Tier 3 students. Administration will also meet with each grade level at least bi-monthly to discuss trends and next steps based on current findings. Administrative team will also use walkthrough document to track patterns and trends in classroom instruction by grade level. We will also utilize an intervention tracker sheet during ELP tutoring to assess student performance and whether other issues may be impacting student intervention success (ie. Focus, absences, etc.)

⬡ Standards-Based Instruction / Key Goals and Strategies

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Collaboration- Teachers will collaboratively lesson plan and determine grade level formative assessments as a team to monitor student progress across the grade level with a focus on grade level standards.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
- School wide data board will be utilized for weekly review of students' progress toward learning goals by administration and instructional teams (both district assessments and grade level formative assessment results) and MTSS coach will create profiles of standards that show major gaps in learning. - MTSS Coach will also work with school teams in developing Common formative assessment to mark student progress in between MAP cycle assessments. - NWEA - MAP – Teachers will analyze class and grade level data specifically the item analysis. - Teams will conduct colleague ISM visits - Evidence of use of Learning Goals and Scales or Learning Boards	Administrative Team MTSS Coach SBLT Curriculum Team

Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Standards based-Teachers will strengthen core instruction in all content areas by increasing the amount of time students are engaged in reading and closely re-reading complex text, writing, speaking, listening and completing performance tasks.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data that will be collected is MAP Assessment results of the standards addressed, as well as the fidelity of implementation of the core content results via team ism visits and walkthrough data.	Curriculum team
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
Providing before/after school clubs to increase the amount and quality of learning time and help enrich and accelerate the magnet curriculum	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
• A variety of data will be collected such as student attendance, growth of programs, survey results and student performance on District and State assessments for students participating. • Pre/Post iStation Test – use the reports menu to produce various reports that show growth and areas of improvement for students participating in ELP • Student performance will also be monitored through iReady reading and math results	Magnet Coordinator MTSS Coach

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 among teachers, staff and administrators. Please reference underlined specific lessons or growth areas found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Because of feedback from the school's Advanced Ed climate survey, in which staff indicated a lower score for our "professional learning program is designed to build capacity among all professional and support staff members" as well as administrators not taking responsibility for student learning, our school's effort will include continued weekly communication updates from administration, deployment of climate survey to get staff feedback, open door policy for concerns, and inclusion of stakeholder groups in the development of the Title 1 plan. In addition, a variety of teacher leaders will be ask to lead and facilitate professional development opportunities, including unconference opportunities and an ECET2 site conference, as well as lead activities for our families to support the success of all of our students.

12. Describe your school's plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

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

🛑 **Professional Development**

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

> The focus of professional development over the past year included Just in time Math and Science coaching, Marzano, and grade level Articulation discussions. Teachers also participated in Professional Development opportunities aligned to Core Connections and American Reading Company. There is growing evidence in student performance that trainings implemented have led to increased teacher effectiveness.

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, ISM visit feedback, etc.).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
STMath review	During School year	Grade level Instructional Personnel	An increase in the completion percentage of students on STMath
Data Analysis and Goal Setting	Preschool	All Instructional Staff	Teachers will be able to target student performance and goal set for bridging learning gaps
IRLA Reading Intervention program	Preschool	All instructional staff	Building teacher capacity in reading intervention strategies
Number Talks	During school year	K-5 Teachers	The use of number talks in all classrooms and see evidence of better student understanding of number sense as evidenced by MAP results and increased performance on FSA tests
Restorative practice	Preschool	All Instructional staff	Build capacity among staff and students in building community and commitment to all student success
Marzano	During school year	All Instructional staff	Increase in teacher skills and implementation of best practices resulting in higher student achievement

Trauma Informed Care	Pre-school	All instructional staff	Build cultural competency in recognizing the difficulties and challenges that students may bring to school and see that recognition evidenced in a reduction of office referrals
Just In Time- *Math *Science *Reading	During school year	All Instructional staff	Build teacher capacity of unpacking the core content standards
Magnet Conferences	During school year	Curriculum team	To Grow and expand the integration of our magnet focus areas and expanding our magnet program
ECET2 (site based)	During School year	All instructional	Celebrate teachers, cultivate teacher leadership, and advance instructional practice

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 <u>lessons or growth areas</u> found from a review of your school's AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

- Our school's plan to build positive relationships, including plans to address one of our greatest area of needed growth which was "Our school provides opportunities for stakeholders to be involved in the school" (Standard 2.5), includes:
    - Parent conference/Student portfolio night 1 per semester
    - Bi-weekly progress reports
    - Invitations to Celebration Assemblies (Honor Roll/Principal's List)/Project assemblies/Competition activities
    - Hosting Family Curriculum Information nights to allow families an opportunity to learn tips and tools for supporting their student at home including Math night, FSA testing information and Modeling how to Read with your child at home.
    - We will measure the effectiveness of these strategies through feedback in our annual climate survey and whether there is an increase in overall performance score indicated by our families.
    - Increase the use of "Facebook Live" to allow our families access to school events and messages if they are not able to attend in person

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 interpreting and using student data via trainings, data chats and/or student-led conferences.

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

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these 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 / assignments, progress.	☐	☒	☐	☐
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	☐	☐	☒	☐
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	☐	☒	☐	☐
Families who report feeling welcome when visiting the campus or contacting the school.	☐	☐	☒	☐

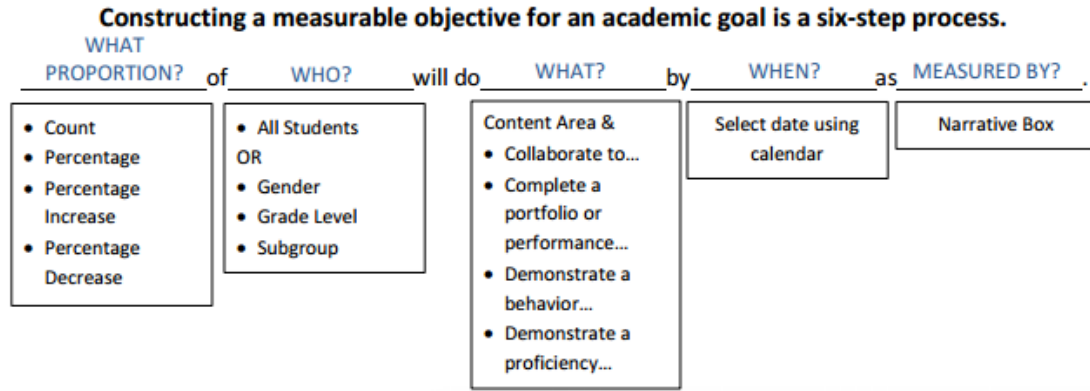*Note: Please use your own school data resources or best estimates in completing this inventory.

Family Engagement / Key Goals and 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?	
Provide multiple opportunities for families to be involved through a variety of activities at school and at home, and communicate with them regarding the various factors that promote students' academic success.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

• The key strategy is to use a variety of tools/modes in our communication plan to include families in all areas including
   o Use of Bi-weekly progress reports
   o The school will increase hosting Family Curriculum Information nights to allow families an opportunity to learn tips and tools for supporting their student at home including Math night, FSA testing information and Modeling how to Read with your child at home.
   o School wide use of Class DoJo
   o Increase use of "Facebook Live" to broadcast our events
	Classroom teachers
	Magnet Coordinator
	MTSS Coach

▪ We will measure its impact through grade level sign-in sheets at events as well as feedback on end of year climate survey.	

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?

To increase the number of community resources available at school and to increase the number of community organizations that are involved on our campus.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Increase communications, including mission and vision of the school, being sent to outside community organization (i.e. businesses, Pre-schools, etc.) Team attend additional community activities to be visible Inviting Operation Par and the Tampa Bay Lighting to conduct activities	Magnet Coordinator Guidance Counselor Social Worker

Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

{Section 2} – Targeted 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? ___ .

• Count • Percentage • Percentage Increase • Percentage Decrease	• All Students OR • Gender • Grade Level • Subgroup	Content Area & • Collaborate to… • Complete a portfolio or performance… • Demonstrate a behavior… • Demonstrate a proficiency…	Select date using calendar	Narrative Box

SMART GOALS: Please be sure that your goals throughout this document 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 goal manager and data source.

ELA / Reading Goal	Goal Manager:
1. Students in grades 3-5 will increase their Reading proficiency to 60% as measured by 2017-2018 FSA 2. Students in our Lowest 25% will demonstrate an increase in learning gains from 43% to 50% based on FSA reading 2017-2018.	

Actions / Activities in Support of ELA Goal	Evidence to Measure Success
* Underperforming students will be offered additional Reading intervention instruction during their FOCUS time by their classroom teacher. Teachers will use a specific intervention and data will be tracked to determine effectiveness. * Teachers will collaboratively lesson plan and determine grade level formative assessments to monitor student progress across the grade level. * Teacher will regularly analyze student work using standards-based tools (reading and writing rubrics) to provide students with targeted, actionable feedback. * Increase the number of hourly teachers to support student intervention. * After school intervention program will be implemented for lower-performing students (focused on retainees and students showing continued struggles on SAT-10 and/or FSA assessments based on need and available resources) * Staff will analyze school-wide data to ensure impact on student learning at least bi-weekly. * Implement effective intervention strategies based on the close monitoring of students with personalized learning plan	Student performance data will show increasing performance rates each cycle as tracked by: * Teacher formative assessment data * iStation performance results * Levels of implementation in Lesson plans * iReady assessment results *MAP test results

Pause

* Teachers will be provided additional Collaborative Planning time * Members of the Leadership Team and instructional staff will conduct regular walk-throughs and onsite ISM visits to ensure components of the Marzano framework are evident, including goals and scales/Learning Boards as well as students engaged in cognitively complex tasks involving hypothesis generation and testing	

Mathematics Goal	Goal Manager:
1. Students in grades 3-5 will increase their Math proficiency to 60% as measured by the 2017-2018 FSA in Math. 2. Students in our Lowest 25% will demonstrate an increase in learning gains to at least 50% based on FSA Math 2017-2018.	

Actions / Activities in Support of Math Goal	Evidence to Measure Success
• Teachers will be provided time for Collaborative Planning • Primary and intermediate grades will begin to incorporate Number Talks to increase Math Fluency • Professional Development opportunities will focus on increasing rigor and releasing the learning to students during core instruction • Staff will analyze school-wide data to ensure effective planning and instructional delivery are making a positive impact on student learning at least bi-weekly. • Members of the Leadership Team will conduct regular walk-throughs to ensure components of the Marzano framework are evident, including goals and scales as well as students engaged in cognitively complex tasks involving hypothesis generation and testing • Implement effective intervention strategies based on the close monitoring of students with personalized learning plan	Student performance data will show increasing performance rates each cycle as tracked by: * Teacher formative assessment data * STMath results * Creation of curriculum map documenting activities/projects across grade levels * Levels of implementation evident in teacher lesson plans *MAP test results

Science Goal	Goal Manager:
Students in grade 5 will increase their Science proficiency to 60% as measured by the 2017-2018 SSA in Science.	

Actions / Activities in Support of Science Goal	Evidence to Measure Success
- Consistent Science lab implementation through core instruction for the onsite STEM lab in grades 3-5. - Science Lab Pre & Post test data posted and tracked in Lab room - Members of the Leadership Team will conduct regular walk-throughs to ensure components of the Marzano framework are evident, including goals and scales as well as students engaged in cognitively complex tasks involving hypothesis generation and testing - Students will increase the use of their Science Journals with constructive feedback and progress monitoring - Teachers will effectively implement the use of 10%-70%-20% to allow students time to process and reflect on their learning. - Teachers will monitor students use of Success criteria and student understanding of their purpose - Use of academic gaming	Student performance data will show increasing performance rates each cycle as tracked by: * Teacher formative assessment data- using data from end of unit assessments quizzes * Lab pre- and post-test results * Creation of curriculum map documenting activities/projects across grade levels

🔵 Other School Goals* / Use Only as Needed

*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 Schools, etc.)	
Goal Name: Healthy School Goal	Goal Manager: Renee Hale
Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	

Actions / Activities in Support of Goal	Evidence to Measure Success
- For 2017-18, 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 2017. - Target for 2017-18, is to become eligible for national recognition in 4 out of 6 Alliance for a Healthier Generation's Healthy School Program Assessment Modules.	By April 1, 2018, 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: STEM/Coding	**Goal Manager: Ciera Negretti**
We will increase the number of students who regularly attend a STEM or other related science after school program	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
• We will have one STEM program for students in grades 4th/5th • We will increase the number of Clubs related to Computer programing (Coding) on campus	* Student attendance rates * Teacher participating in PD

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

🔷 Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	**Goal Manager:**
Increase Black/African American students to 70% students achieving at proficiency levels.	

Actions / Activities in Support of Black Goal	**Evidence to Measure Success**
• Identify black students for the gifted program earlier • Identify black students for remediation and offer extended learning • Infuse Culturally Relevant Material/Curriculum • Identify black students for school recognition program (Honor Roll and Bringing Up Grades)	Gifted Program Testing MAP DATA Teacher Formative Assessment iStation Performance Ongoing Progress Monitoring
• Leadership team will analyze school-wide data to ensure effective planning and instructional delivery are making a positive impact on black students • Continue to emphasize cultural competency in our monthly PLC.	MAP DATA Teacher Formative Assessment iStation Performance Ongoing Progress Monitoring

Subgroup Goal (ELL)	**Goal Manager:**
Maintain the number of ELL students scoring proficient on FSA Assessments at 100% as measured by FSA Reading and Math for the 2017-2018 school year.	

Actions / Activities in Support of ELL Goal	**Evidence to Measure Success**
* Assistant Principal will work with classroom teachers to adjust her lesson plan delivery to support what students are doing in their classrooms	Progress Monitor students through MAP assessment progress, as well as classroom based assessments.

* Administrators will monitor effective use of strategies in working with students with disabilities in the core instruction * Teachers will use accommodations and culturally relevant pedagogy for students in each given subject area for students that are ELL's. * Teacher will use ELL Strategies Matrix to meet the needs of their students within the classroom * Teachers will monitor for comprehension and understanding by asking clarifying questions, modeling, and providing visual references when possible.	

Subgroup Goal (ESE)	Goal Manager: Anne Owings
1. Students in grades 3-5 will increase their Reading proficiency to 60% as measured by 2017-2018 FSA 2. Students in grades 3-5 will increase their Math proficiency to 60% as measured by 2017-2018 FSA 3. Students in grade 5 will increase their Science proficiency to 60% as measured by 2017-2018 FSA	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
* Review and update IEP with specific strategies for individual students. * VE Liaison will work with classroom teachers to adjust her lesson plan delivery to support what students are doing in their classrooms	Progress Monitor students through MAP assessment progress, as well as classroom based assessments.

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:
Place goal statement here (additional goal only if needed).	

Actions / Activities in Support of Goal	Evidence to Measure Success

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

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Grade Select	Grade Select	School Totals #	School Totals %*
Students scoring at FSA Level 1 (ELA or Math)	0	0	29	30	36			95	16%
Students with excessive absences / below 90 %	13	12	9	13	7			54	11%
Students with excessive behavior / discipline**	8	3	5	6	5			27	4%
Students with excessive course failures**	18	13	27	31	18			107	15%
Students exhibiting two or more Early Warning indicators	0	1	1	6	2			10	2%

**Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. 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.
Increase the daily attendance rate to 98% as measured by the end of year daily attendance report	

Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
• Continue to monitor tardy and absences on a quarterly basis 1. Teachers send a note home when a student has 3. • Social Worker sends letter when a student reaches 5. • Intervention team invites parent to an intervention meeting when a student reaches 7.	Decrease in number of tardy and absent students.
• Child Study Team meets regularly to monitor attendance of the year. • Students who are at risk of 20% daily absence rate will get a call and/or home visit from Principal	Increase in attendance to 98%

⬡**EWS - Discipline**

Discipline Goal	Please ensure that your goal is written as a SMART goal.
Reduce the percent of office discipline referrals by 50% for the 2017 - 2018 school year as measured by the end of the year discipline report.	

Actions / Activities in Support of Discipline Goal	Evidence to Measure Success
A revised behavior intervention plan will be rolled out during pre-school training. The plan will include early intervention with restorative circles, team review of behavior interventions and a focus on positive referrals.	Decrease in students leaving the room with an office referral
Continue to use Class Dojo as a means to communicate to teachers their classroom results	Reports generated from Class Dojo and analyzed by SBLT

Discipline Goal – Other (as needed)	Please ensure that your goal is written as a SMART goal.
Specify	
Reduce the percentage of African American students receiving office referrals by 20% for the 2017 - 2018 school year as measured by the end of the year discipline report.	

Actions / Activities in Support of Goal	Evidence to Measure Success
Implementation of Mentoring Program	Reduction in the number of African American students who receive office referrals as measured by data pulled at the end of year Semester.
Continued Implementation of 5000 Role Models & Girlfriends	
Implementation of Principal's Advisory Circles	
Small group guidance lessons	

⬡**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.

Our school's established early intervention and extended learning programs include: •   Hourly teacher intervention pullout for students who are near grade level expectations (LLI) •   Teachers conduct small group intervention with students who are significantly below grade level •   Promise Time Intervention program conducted after school •   Crazy 8's Enrichment program for Math

Early Intervention / Extended Learning Goal	Please ensure that your goal is written as a SMART goal.
To show an increase in performance for at least 70% of those students participating in our Early Intervention and Extended Learning programs as measured by ELP assessment data by June 2018.	

Actions / Activities in Support of Goal	Evidence to Measure Success
* Utilizing Title 1 funds to implement enrichment activities * Participate in the Districts STEM Academies * Participate in Title 1 Promise time * Increase the number of Hourly teachers for intervention from 2 to 4	Student performance data will show increasing performance rates each cycle as tracked by: * MAP Assessment cycle data * Teacher formative assessment data * iStation performance results * iReady performance results * Levels of implementation in Lesson plans and notations of appropriate accommodations.

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	50	% with advanced degrees	22.2%
% receiving effective rating or higher		% first-year teachers	8%
% highly qualified (HQT)*	100%	% with 1-5 years of experience	24%
% certified in-field**	100%	% with 6-14 years of experience	30%
% ESOL endorsed	60%	% 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. May change with ESSA.

Describe your school's efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

* Provide opportunities for staff to attend Professional Development conferences
* Magnet Coordinator and MTSS coach to act as on-site instructional mentors for all new teachers
* Magnet Coordinator and MTSS coach to act as facilitator and coach for modeling of core curriculum and behavior management.
* First year teachers meet with the principal for a status check bi-monthly
* Provide financial resources to allow staff to visit model classrooms, onsite professional development And team planning opportunities.
* Provide compensation for staff providing tutoring and enrichment activities outside the school day
* Staff to host ECET2 conference to allow staff to learn from their colleagues and attend training that will part of their growth plan.
* Bay Point Elementary will work to recruit diverse staff, including black and Hispanic teachers, by making interviewing and focusing on minority candidates a priority. We will work collaboratively with HR to get a pool of highly qualified and diverse candidates to recruit, interview and potentially hire as vacancies become available.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Randria	Williams	Black	Other Instructional Employee
Sara	DePerro	White	Principal
Melanie	Taylor	White	Other Instructional Employee
Lynn	Gordon	Black	Parent
Miles	Baker	White	Parent
Christopher	Warren	Black	Parent
Meghan	McNally	White	Parent
Jared	McNally	White	Parent
Margarita	Nieves	Hispanic	Parent
Miranda	Goodman-Wilson	Multi	Parent
		Select	
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⬡ **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.)*
We are currently in the process of recruiting new members to our SAC team. Our measures include notes in our welcome back letter, message on the marquee, verbal invitations at Meet the teacher and Open House, postings on our school website and Facebook page.	

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

☐ Yes	☒ No	Committee Approval Date:

⬡ **SBLT / MTSS Leadership Team**

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

☒ Yes	☐ No	Chairperson: Sara DePerro

Please state the days / intervals that your team meets below.
Team meets weekly every Tuesday.

⬡ **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. Attached budget if preferred.

The projected use of School improvement funds will to provide additional science curriculum in the form of in-school workshops to our 3rd-5th grade students (Mad Science-$2,000)(Diamond Del's Mining company-$1500.00) as well as additional professional development materials as funding permits for the development of the ECET2 convening.