



# School Improvement Plan 2017-18

## Bay Vista Fundamental

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools



## School Profile

<b>Principal:</b> Keila Victor	<b>SAC Chair:</b> Kevin Bruni
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<b>School Vision</b>	100% Student Success
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<b>School Mission</b>	The mission of Bay Vista Fundamental is to educate all learners to become successful, productive members of society by providing a safe positive learning community.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
652	2.03	37.4	6.9	3.9	49.3	0.5

<b>School Grade</b>	<b>2017:</b> A	<b>2016:</b> A	<b>2015:</b> A	<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	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	70	72	78	78	65	74	n/a	n/a	n/a	n/a	n/a	n/a
Learning Gains All												
Learning Gains L25%												

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Keila	Victor	FT	Less than 1 year
Curriculum Specialist	Laura	Lindsey	FT	1-3 years
Grade 5 Teacher	Denise	White	FT	4-10 years
Grade 4 Teacher	DeAnne	Ruffing	FT	1-3 years
Grade 3 Teacher	Christine	Cullen	FT	4-10 years
Grade 2 Teacher	Melissa	LaPointe	FT	4-10 years
Grade 1 Teacher	Rachel	Baez	FT	4-10 years
Grade K Teacher	Emily	Rowe	FT	11-20 years
Gifted Teacher	Darcy	Webb	FT	4-10 years
Media Specialist	Angie	Rudisill	FT	4-10 years
Guidance Counselor	Bethann	Erb	FT	1-3 years
Secretary	Virginia	Smith	FT	11-20 years
<b>Total Instructional Staff:</b>	<b>11</b>	<b>Total Support Staff:</b>	<b>1</b>	



# 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).

The school creates an environment where students feel safe by establishing clear expectations and fundamental guidelines. Teachers establish class expectations with students which are aligned to school expectations. Staff members are on duty every morning and afternoon at identified locations, as well as, the café during lunches. Guidelines and expectations are shared at SAC and PTA meetings, as well as, School Messenger, Newsletters, principal emails, and school website. Fundamental guidelines and expectations are reviewed at the second semester and as needed throughout the year.

School Wide Expectations:  
 Be Honest  
 Be Responsible  
 Be Self-Motivated  
 Be Respectful

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?

Common area expectations are communicated by the classroom teachers, guidance counselor, and principal in the classroom, the café, and over the announcements. Classroom behavior plan is aligned to school expectations and is communicated to parent through various means. Schoolwide expectations are located in the front of each student’s agenda. Parents are also required to complete a questionnaire regarding school wide expectations. School-wide expectations are monitored through observations by administration and review of IAC infraction and referral data. The data is reported to staff each semester. In the event of gaps in the data and/or a need for further clarification of policies and expectations, staff discussions are held. In addition, Professional Development this year includes a refresher of TRIBES and Restorative Practices. The Site Based Leadership Team will support teachers with classroom management tips and strategies.

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 is built through guidance lessons, book of the month, and individual teacher lessons. Data sharing of behavior referrals, first detention, and referrals to the Intervention and Appeals Committee are used to identify supports for both parents, students, and teachers. Students identified at a Tier 2 intervention will receive their own behaviors plan to address their individual needs by the classroom teacher. The training and triage team may also be utilized if the need arises. Students who struggle with an individualized behavior plan will be recommended to the Site Based Leadership Team to begin a Problem Solving Worksheet. Restorative Practice Circles will be used when appropriate to address behavior.

## 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?

Student needs are met by identifying their physical, social and emotional needs with the input of parents and teachers. Their needs are address in professional learning communities, data chats, and leadership meetings. Training and Triage Team services are utilized when needed.

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).

Students’ progress is monitored through the use of Focus, Early Warning System, District Dashboard, Repeated Referrals to IAC, and district reports in leadership meetings, professional learning communities, and data chats.

**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?

The school leadership ensures that all staff members have high expectations through data sharing meeting in leadership meetings, professional learning communities, faculty meetings, curriculum meetings to include professional development on rigor. Professional development is embedded in staff meetings, PLC’s, and planning times to further develop Restorative Practices as well as Cultural Relevant Instruction.

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

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture and climate at your school?	
Invite all new families to a meeting to develop relationships and answer any guideline questions.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The strategy to reach this goal will be to invite parents through connect-ed and paper invitation. In addition, give parents meeting credit as an incentive.	Principal and Learning Specialist
<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.	
38 black students were referred to IAC 2016-2017 school year. Bay Vista will decrease the number of black students by 50% who will be referred to the Intervention and Appeals Committee for behavior by May 2018 as measured by school data.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The strategy to reach this goal will be to utilize community circles, restorative practice, and cultural/community building practices.	Restorative Practice Team, Principal, Guidance Counselor
<b>Optional Goal:</b> Describe any other goal you may have related to school culture or climate. Use only if needed.	
Implement 5000 Role Models and increase the number of students enrolled in Girlfriends.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Develop 5000 Role Models and invite students that may need a mentor and guidance.	Robert Bacon and Kristin Jennings



# 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?

The school's efforts to align instruction to state standards are to analyze data by individual class and across each grade level, breaking down results by standard and/or domain to inform instruction. The school's efforts to increase academic rigor and student engagement are to provide professional development on restorative practice, student centered learning, and authentic math problem solving. Successes include an increased usage of ELA and Math Scales, of rich mathematical tasks, and growth mindset practices measured by administrative observations, faculty surveys, and FSA learning gains.

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

Key areas for improvement are in ELA L(25%) , Science and Math as evidenced by SAT 10 and FSA 2017 results. In addition, we will focus on closing the achievement gap between black and white students.

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 will utilize data from MAP and Performance Matters reports that measure standards in ELA, math, and science per classroom and student. These reports are analyzed during PLCs and data chats to drive future instruction for all tiers.

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).

Our school supports all students in reaching grade level proficiency by having cross articulation meetings. Our fifth grade team supports our students in transitioning from elementary to middle school by holding a week long mock middle school; invite current middle school students (former Bay Vista students) from our feeder middle schools to speak to our outgoing fifth graders. Encourage middle schools to visit and speak about their program. Our incoming kindergarten students visit our school in the spring of each year. While their parents learn about fundamental guidelines and a day in the life of kindergarten, the students are broken into 4 groups where they get to visit a kindergarten classroom. Students listen to a story, draw and engage in conversation with the teachers. The day before school starts, a transitional meeting is held for all parents and kindergarteners (Meet the Teacher).

**Standards-Based Instruction / Key Goals and Strategies**

<b>Goal 1:</b> 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?	
Teachers will utilize data to differentiate and scaffold instruction to meet the needs of every student.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data is collected based on frequent walkthroughs throughout the day. As well as, Performance Matters and teacher anecdotal notes. Administration will continue frequent walkthroughs with an emphasis on periodic walkthroughs during the scheduled intervention times. Assessment data, observations with feedback, student conferences will be used as evidence of successful intervention time.	Principal, Curriculum Specialist, Teachers
<b>Goal 2:</b> What is another 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?	
Teachers will celebrate student’s progress by recognizing student growth quarterly in ST Math and Istation.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data is collected using Performance Matters, ST Math Reports, I-station Reports. Monitored through data chats, Professional Learning Communities, and Site Based Leadership Team. Students will receive recognition once they complete 25%, 50%, 75% and 100% of ST Math. The recognitions includes celebrations and brag tags.	Teachers
<b>Optional Goal:</b> Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible



## 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 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.

In review of our 2016-2017 AdvancEd climate survey questions that address questions 24 and 25: All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas. All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching Teacher collaborations are supported through professional development). We offer trainings in small group settings, so promotion and collaboration are increased. Our PLC’s are weekly and include; faculty, grade level, and common planning by grade level. On a quarterly basis or following an assessment cycle, grade levels will complete reflection questions both

individually and as a team. The outcome will be discussed with the team leaders and brought back to the SBLT.

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.

Communicate more to faculty while in the team leader meetings: 1) The administrator will provide the team leader with data discussed during the SBLT meetings. The team leader will disseminate that data to their grade level and offer the opportunity to respond and reflect. Then the team leader will bring back their responses and reflections to the SBLT. 2) During weekly PLC’s, each grade will analyze student data or a lesson plan. The grade level secretary will submit minutes reflecting what was discussed to include next steps that will inform instruction.

**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 2016 – 2017 school year, professional development focused on rich mathematical, standard based task, growth mindset, scales for ELA and Math, and differentiated assignments. The training has led to increased teacher effectiveness and student learning as measured by our 2017 Math FSA scores in fourth and fifth grade. Our next steps include the professional development listed below, as well as, we will introduce restorative practices to the faculty and will collect reflective questionnaire forms immediately following the presentation. The SBLT will review questionnaires and will schedule needed professional development opportunities. The staff will be surveyed throughout the year to adjust the training based on the needs.

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?
Restorative practice	Summer	RP team	The RP team will train the staff on Restorative practices whole school implementation during pre-school. Teachers will utilize community circles.

First Aid Mental Health	Pre-School	Everyone	Teachers will understand mental health barriers.
Growth Mindset	All Year (Ongoing)	Instructional	Teachers will utilize growth mindset strategies daily.
MAP Training	All Year (Ongoing)	Instructional	Teachers will be able locate and analyze data to inform instruction.
Refresher TRIBES Tips	Pre-school	Instructional	Teachers are consistency using TRIBES in their classroom.
Refresher Jan Richardson Routine	Fall	Identified Instructional	Teachers effectively use the Jan Richardson Routine with fidelity.
Quizlet	Fall	Instructional	Teachers will utilize Quizlet to support content vocabulary.
Number Talks	All Year	Instructional	The Primary & Intermediate Representative will train the staff on Number Talks throughout the year. Teachers will utilize Number Talks in their math lesson weekly.



## 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).

**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.

We provide numerous opportunities throughout the school year for parents to come and speak to their students’ teachers; we also have parent nights where we have workshops for parents such as “Curriculum Night.” where we showcase academic strategies. We have a night where we review testing cycles and provide examples of questions that will be on the test. There is a weekly call out message to keep parents informed and the website is update weekly for parent review.

### 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.

<b>Planning Inventory</b>	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 type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

### Family Engagement / Key Goals and 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?	
To provide relevant and parent friendly meetings and training linked to student learning outcomes.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
A key strategy is to collect current feedback from parents and former feedback to assess the needs and quality of parent trainings/meetings through online surveys.	Principal
<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?	
To provide information about our school program to our local community centers, preschools, and other organizations.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Prior to the application period, information will be disseminated electronically, in print, and in person to local partners.	Debbie King and Laura Lindsey
<b>Optional Goal:</b> 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?

<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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**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.

<b>ELA / Reading Goal</b>	<b>Goal Manager:</b>
The ELA/Reading goal of Bay Vista Fundamental is to increase the percentage of students scoring at or above level 3 on FSA by minimum of 10 percentage points in grades (3-5) (70%- 77%) . ELA L25% will increase from 49% to 54%. 90% of all students will demonstrate a proficiency by May 2018 as measured by MAP and FSA.	
<b>Actions / Activities in Support of ELA Goal</b>	<b>Evidence to Measure Success</b>
Teachers and instructional leaders will analyze MAP data by individual class and across each grade level, breaking down results by standard and/or domain. Teachers regularly analyze student work using standards- based tools (reading and writing rubrics) and provide students with targeted, actionable feedback.	MAP Scores FSA Scores
Teachers are provided planning time for unit planning, differentiated instruction, and creating questions to assess student achievement.	MAP Scores FSA Scores

<b>Mathematics Goal</b>	<b>Goal Manager:</b>
90% of all students will demonstrate a proficiency by May 2018 as measured by MAP and FSA.	
<b>Actions / Activities in Support of Math Goal</b>	<b>Evidence to Measure Success</b>
Teachers and instructional leaders will analyze MAP data by individual class and across each grade level, breaking down results by standard and/or domain.	MAP Scores FSA Scores
Teachers are provided planning time for unit planning, differentiated instruction, and creating questions to assess student achievement. Teachers will receive Number Talks and Quizlet Training.	MAP Scores FSA Scores

<b>Science Goal</b>	<b>Goal Manager:</b>	
75% of all students will demonstrate a proficiency by May 2018 as measured by NGSS.		
<b>Actions / Activities in Support of Science Goal</b>	<b>Evidence to Measure Success</b>	
Grades 3-5 teachers and instructional leaders will analyze the grade 5 science diagnostic test by individual classes and across grade level, breaking down results by standard. Use of Science Lab with fidelity in grades 2, 3, 4 and 5. Implementation of after school Science Club with a focus on the 3 <sup>rd</sup> -5 <sup>th</sup> grade standards for 4 <sup>th</sup> and 5 <sup>th</sup> grade students.	MAP Scores FSA Scores Pre/Post tests for Science labs grades 3-5	
Teachers will use MAP data to differentiate instruction and support students. Teachers will build science vocabulary across grade levels by using Quizlet; specialists will integrate science vocabulary terms into their lessons when appropriate.	MAP Scores FSA Scores	

**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.

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)		
<b>Goal Name:</b> Healthy School Goal -Work toward Bronze Level recognition with the Alliance for a Healthier Generation	<b>Goal Manager:</b> Denise White	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>	
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 4 out of 6 Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.	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 eligible for national recognition.	

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)		
<b>Goal Name:</b> STEM	<b>Goal Manager:</b> Jessica Flint	
Place goal statement here. Bay Vista will offer opportunities for students to conduct hands-on STEM investigations, explore careers in STEM and improve team building and leadership skills.		
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>	

Bay Vista will operate four Pinellas County STEM Academies after school, serving at least 80 students per week.	Attendance data Student participation in end-of-year STEM Expo

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

**Academic Achievement Gap / Required Goals**

<b>Subgroup Goal (Black)</b>	<b>Goal Manager:</b>
100% of all students will demonstrate proficiency by May 2018 as measured by MAP and FSA.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Identify the students in need of remediation and enrichment for math, science, and ELA support: <ol style="list-style-type: none"> <li>1. Provide tier 2 and tier 3 interventions for students scoring a level 1 or 2 on FSA through hourly teachers, Extended Learning, and/or teacher-led small group instruction.</li> <li>2. Provide enrichment for students scoring a level 3-5 on FSA through hourly teachers, after school clubs, Extended Learning, and/or teacher-led small group instruction.</li> </ol>	MAP Scores FSA Scores ST Math Istation Pre/Post Science Lab Tests
Identify level 1 and level 2 students to participate in after school enrichment activities. Teachers and instructional leaders will analyze MAP data by individual class and across each grade level, breaking down results by standard and/or domain.	MAP Scores FSA Scores ST Math Istation Pre/Post Science Lab Tests Attendance Records

<b>Subgroup Goal (ELL)</b>	<b>Goal Manager:</b>

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

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Subgroup Goal (ESE)	Goal Manager:
100% of all students will demonstrate proficiency by May 2018 as measured by MAP and FSA.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Identify the students in need of remediation and enrichment for math, science, and ELA support: <ol style="list-style-type: none"> <li>1. Provide tier 2 and tier 3 interventions for students scoring a level 1 or 2 on FSA through hourly teachers, Extended Learning, and/or teacher-led small group instruction (Seeing-Stars)</li> <li>2. Provide enrichment for students scoring a level 3-5 on FSA through hourly teachers, after school clubs, Extended Learning, and/or teacher-led small group instruction.</li> </ol>	MAP Scores FSA Scores ST Math Istation Pre/Post Science Lab Tests

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 <i>Select</i>	Grade <i>Select</i>	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)	0	0	15	13	12			40	6
Students with excessive absences / below 90 %	8	13	3	2	9			40	6
Students with excessive behavior / discipline**	0	2	0	0	0			2	0

Students with excessive course failures**	4	6	3	6	6			25	4
Students exhibiting two or more Early Warning indicators	0	0	0	1	0			1	0

\*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**

<b>Attendance Goal</b>		Please ensure that your goal is written as a SMART goal.
99% of all students will be present each day by the 180 <sup>th</sup> day of school as measured by the Early Warning System.		
<b>Actions / Activities in Support of Attendance Goal</b>		<b>Evidence to Measure Success</b>
Child Study Team will monitor student attendance		CST Bi-weekly reports

**EWS - Discipline**

<b>Discipline Goal</b>		Please ensure that your goal is written as a SMART goal.
Zero percent of all students will be referred to the Intervention and Appeals Committee for behavior by May 2018 as measured by school data.		
<b>Actions / Activities in Support of Discipline Goal</b>		<b>Evidence to Measure Success</b>
Identify students from previous school year to create a behavior plan.		Progress monitoring at the end of each report period.
Identify students early on who receive behavior infractions, 3 <sup>rd</sup> warning, to create an action plan.		Data share at monthly meetings.

<b>Discipline Goal – Other</b> (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
Place goal statement here (only if needed).		
<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.

Our Extended Learning Program works with small groups of students who have been identified by state and district assessments, as well as, teacher judgement in need of remediation and enrichment. Extended Learning services are provided in the morning and afternoon three to five times a week.

<b>Early Intervention / Extended Learning Goal</b>	Please ensure that your goal is written as a SMART goal.
Goal 1: Increase the number of students in ELP who receive enrichment by May 2018 as measured by attendance records.	
Goal 2: 80% of all students will demonstrate proficiency by May 2018 as measured by MAPS and FSA.	

<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
Identify students in need of remediation in Math, Science, and ELA.	Attendance records, countywide assessments and progress monitoring.
Identify students in need of enrichment in Math, Science, and ELA.	Attendance records, countywide assessments and progress monitoring

**Section 3 – Required Items / Resources**

**Instructional Employees**

<b>Current Instructional Staff Members</b>		Complete and update only as data become available.	
# of Instructional Employees (total number)	43	% with advanced degrees	51.16
% receiving effective rating or higher	98	% first-year teachers	4.65
% highly qualified (HQT)*	100	% with 1-5 years of experience	11.63
% certified in-field**	100	% with 6-14 years of experience	16.28
% ESOL endorsed	48.8	% with 15 or more years of experience	67.44

\*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, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

The school's strategies to recruit and retain highly qualified instructional staff is by involving teachers in the development of the School Improvement Plan and creating a personal Deliberate Practice in alignment with the SIP and district initiatives. In addition, when an instructional opening becomes available, including teachers on the interview committee and/or to provide input. The administrator and teachers work together on school wide projects, training and decisions.

**SAC Membership**

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Keila	Victor	Black	Principal
Kevin	Bruni	White	SAC Chair
Clyemme	Barnes	Black	Business/Community
Mark	Winn	White	Business/Community
Patrice	Moore	Black	Parent
Elizabeth	Magro	White	Parent
Christina	Santana	Hispanic	Parent
Sonya	Allen-Harris	Black	Parent
Emily	Rowe	White	Teacher
		Select	
		Select	

**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 type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date:
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**SBLT / MTSS Leadership Team**

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Bethann Erb
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Please state the days / intervals that your team meets below.



SBLT/MTSS meets a minimum of once a month on Monday.

**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 SIP funds are used to support instructional strategies and initiatives on our campus that will increase student achievement score. The budget will be reviewed and approved by our SAC. The budget total is \$3,300

\$1500.00 Funds will be used to provide TDE's for teacher planning.

\$900.00 Instructional materials for enrichment and remediation.

\$900.00 Funds will be used to provide Annie Zuercher to attend Reading Coach Trainings.