# School Improvement Plan
# 2017-18

## Calvin Hunsinger School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

## School Profile

| Principal:   Douglas Keimig | SAC Chair:   Kelly Sisco |
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| School Vision | 100% Student Success |
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| School Mission | Educate and prepare each student for college, career, and life while making at least one year of learning gains. |
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| Total School Enrollment | % Ethnic Breakdown: | | | | | |
|---|---|---|---|---|---|---|
| | Asian % | Black % | Hispanic % | Multi-Racial % | White % | Other % |
| 110 | 0 | 35.8 | 6.4 | 9.4 | 48.2 | 1.2 |

| School Grade | 2017: No Grade | 2016: No Grade | 2015: No Grade | 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 | 6 | 4 | 6 | 5 | 14 | 7 | 20 | 15 | NA | NA | 78 | 40 |
| Learning Gains All | 33 | 19 | 23 | 13 | | | | | NA | NA | | |
| Learning Gains L25% | 39 | 33 | 33 | 33 | | | | | NA | NA | | |

| School Leadership Team | | | | |
|---|---|---|---|---|
| Position | First Name | Last Name | FT/PT | Years at Current School |
| Principal | Douglas | Keimig | FT | 4-10 years |
| Asst. Principal | Jessica | Urquhart | FT | Less than 1 year |
| Social Worker | Maryann | Phillips | FT | 11-20 years |
| Teacher | Alexandra | Hartigan | FT | 4-10 years |
| Teacher | Christine | Ehlers | FT | 20+ years |
| Teacher | Julie | Smith | FT | 20+ years |
| Behavior Specialist | Jody | Cohenour | FT | 20+ years |
| Reintegration TSA | Mary | Canning | FT | 11-20 years |
| Teacher VE | Stephanie | Sagan | FT | 20+ years |
| Secretary/Bookkeeper | Lisa | Allen | FT | 11-20 years |
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| | | | | |
| | | | | |
| Total Instructional Staff: | 9 | | Total Support Staff: | 1 |

# School Culture for Learning

Connections: | **District Strategic Plan**   ●**Goals 2, 3**
**Marzano Leadership**   ●**Domain 5**

**School-wide Behavior Plan**

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

Calvin Hunsinger School has 6 Guidelines for Success. The GFS are written using the acronym S.P.L.A.S.H. which represents **S**how Respect, **P**ay Attention, **L**isten, **A**cademics, **S**olve Problems, and **H**elp Others. The GFS are introduced to staff during our pre-school PBS training and reviewed throughout the school year. A one page PBS-Quick Reference Guide has been developed as a tool for the entire faculty and outlines the positive behavior supports infused throughout the school. The quick and easy to read guide also highlights the most important processes and procedures that help us to maintain a safe learning environment. Common area expectations are defined and communicated to the staff in the handbook and Quick Reference Guide. Classroom expectations are developed with the students and posted during the first week of school and remain visible in all classrooms throughout the school year. Our school-wide Level System sets high behavioral expectations for our students while establishing a clear focus on maintaining a safe, secure, healthy, and positive learning environment. Point Cards are used to identify Star Days for the level system, as well as criteria for earning "Dolphin Dollars" at the school store. Students can earn bonus points for making exceptional behavior choices like ignoring negative peers, help teacher/peers, and displaying positive leadership qualities. We are also implementing Restorative Practices school-wide in an effort to empower students, facilitate positive interpersonal growth, and create a cooperative environment where every student is equitable. We are specifically targeting the implementation of circles and the utilization of affective language to encourage an environment where every voice (students and staff) is heard. These practices are paired with continuous efforts to provide students with engaging and rigorous learning opportunities.

The Behavior Team meets monthly to monitor the fidelity of implementation, total daily points earned and redeemed through the school store as well as other school wide positive behavior rewards. Because of the nature of our school, the Behavior Team can meet weekly and even daily as situations arise. The team may include additional support such as Social Workers, School Psychologist, and others as needed.

Guidelines For Success:

| | |
|---|---|
| **S**how Respect | 1. Use Positive, Affective Words and Actions |
| **P**ay Attention | 2. Actively Think About Your Learning |
| **L**isten | 3. Listen to Your Teachers and Positive Peers |
| **A**cademics | 4. Do Your Best and Track Your Learning Gains |
| **S**olve Problems | 5. Calmly, Safely & In-Area |
| **H**elp Others | 6. Lend a Hand; Be a Positive Role Model |

**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 school has developed a Positive Behavior Support (PBS) Staff Handbook that specifically addresses the processes and procedures utilized to meet the specific needs of our ESE student population. The PBS handbook includes school-wide, classroom, and individual PBS addressing: expectations, responses to problem behaviors, behavior hierarchy, crisis intervention, and data and progress monitoring. Each student has a Functional Behavioral Assessment (FBA) with an identified target behavior and corresponding

interventions. Students self-monitor their progress toward FBA goals and conference with case manager to ensure accuracy and compliance. Our teachers do not submit written behavior plans.  The school-wide expectation is that their classroom management (behavior plans) aligns with the school PBS handbook.  Each team of teachers work in collaboration to implement classroom and wing-wide (based on grade level) behavior management practices that align to the handbook and make adjustments as needed for classes and individual students. Overall behavioral and academic data are monitored through our SBLT.  Individual students and levels (elementary, middle, and high) are monitored and reviewed at one PLC Meeting per month utilizing updated data each month.  The administrative team reviews suspension and arrest data for each incident by gender, race, and grade to monitor for equity based on our school's demographic data.

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

**Behavioral:**  We continue to implement the Level System school-wide and progress monitor with each level.  Celebrations have been built in to increase positive responses, each student receives classroom social-emotional lessons and individual counseling, and student progress is monitored by reviewing where they are on the level system and monitoring referral, suspension, and arrest data.  The progress monitoring of this data is used to determine interventions, Functional Behavior Assessment (FBA) reviews, and supports for individual students. In addition, we are implementing restorative practices schoolwide. Restorative practices are designed to empower students, facilitate positive interpersonal growth, and create a cooperative environment where every student is equitable. We are specifically targeting the implementation of circles and the utilization of affective language to encourage an environment where every voice (students and staff) is heard. These practices are paired with continuous efforts to provide students with engaging and rigorous learning opportunities.

**Academic:** Core instruction is monitored through the review of the Administrator Quick Glance, which indicates the pace and standards being taught at a given time. Weekly lesson plans are reviewed for alignment to pacing guides and walkthroughs are utilized to provide feedback to staff that encourages growth. The implementation of Focused Instructional Processes, learning targets and scales, students and teachers tracking progress, celebrating success, and identifying critical content are being targeted. Professional Learning Communities (PLC) meeting notes are submitted weekly to administration for review and feedback, and administration attends PLC meetings.  We are implementing Renaissance STAR and IRLA to focus on discrete skills in reading to increase reading proficiency across all grade levels.  This year we are providing our students with an innovative project-based learning opportunity. Calvin K-9 Crunch is a school based enterprise where students create and sell dog biscuits following a project-based learning model.

**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?

All of our students are assigned to our school because they require additional intensive supports.  We utilize a school-wide Level System to promote and monitor behavioral growth. Students are taught to self-monitor and teachers track academic and behavioral progress along with the students.  We regularly review individual needs of students based on academic and behavioral data with each PLC team monthly.  Calvin Hunsinger has four full time behavior specialists, five social workers and a psychologist who are available to students.  Students are provided with one on one and small group counseling sessions.  We have a process in place for students to request to speak to a preferred staff member when they feel in need of extra guidance, and each student is matched with at least one preferred staff member for additional built in support.  We also provide additional nutritional support over weekends for socially disadvantaged 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).

<u>**Behavioral:**</u> We meet with each team monthly and review data from School-wide Level System, EDS, School Dashboard, and Focus for behavioral data.  We complete at least 2 FBA reviews on each student annually and discuss students with intensive needs at the weekly behavioral team meeting and with the child study team.

<u>**Academic**</u>: We meet with each team monthly and review data from Performance Matters, Running Records, STAR, IRLA, and Reading Inventory.  The data is used to group (re-group) students and determine specific individual interventions and supports.

**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?

We provide trainings related to academics, ensure that teachers have opportunities to go to professional development offered by the district through TDEs, complete walkthroughs, informal and formal evaluations, and monitor implementation of teacher developed Deliberate Practice Plans.  We provide trainings for staff around topics that include trauma informed care, resiliency, and restorative practices. Teachers and administrators look for, in each classroom, the identification of Focused Instructional Practices, which include providing rigorous learning goals and learning targets. Goals and targets are posted daily and reviewed throughout the lesson in each classroom on common boards along with performance scales based on standards in student friendly language.  Students, along with teachers, are tracking their own academic and behavioral learning gains. We are celebrating success to keep students and teachers motivated to continue progress on each goal. Teachers identify the critical content for each lesson so students know what is important and not important in each lesson.  During all classroom visits, administrators look for learning targets, engage in conversation with students about what they are learning, monitor their engagement during walkthroughs, informal and formal observations, and ensure that weekly lesson plans are being aligned with state standards and pacing guides provided by the district and that the classrooms are on the correct pace and match the lesson plans submitted.

**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? | |
|---|---|
| 100% of students will understand the Level System, the purpose of it, and how to track their progress in relation to the Level System.  All of our students are placed at Calvin due to the significant behaviors they exhibit.  We want students to improve their behavior so that they can spend more time focused on academics and reintegrate to a general education school. | |
| What is the key strategy that you will implement to accomplish this goal? | Name of person(s) responsible |
| All students will track their behavior progress on the Level System by graphing their daily points, setting goals, and monitoring their own progress towards the goals in their data chat binders with monitoring and support as needed from staff to begin by August 17, 2017 with a minimum of weekly monitoring and review by staff for accuracy. | Douglas Keimig<br>Jody Cohenour<br>Lynn Wagner<br>Michael Cardwell<br>Colleen Leclair |
| **Goal 2:** What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed. | |

| Goal: Our African American students will decrease their number of referrals, suspensions, and arrests by at least 50% compared to other subgroups by May 2018 with weekly monitoring of this data and they will increase their academic performance by 50% compared to other subgroups as measured by Performance Matters, Classroom assessments, and overall grades by May 2018 with monthly monitoring to occur during Professional Learning Communities (PLC) data chat meetings. | |
|---|---|
| What is the key strategy that you will implement to accomplish this goal? | Name of person(s) responsible |
| Students tracking their own progress. The desired outcome is that students will be able to use their Data Chat Binders to identify their current levels of performance and be able to compare their present level of performance to the expectations of the standards for their grade level.  We are implementing a 5000 Role Model club. | Teachers, behavior specialists, and associates. |
| **Optional Goal:** Describe any other goal you may have related to school culture or climate. Use only if needed. | |
| Celebrating success school wide | |
| What is the key strategy that you will implement to accomplish this goal? | Name of person(s) responsible |
| Recognizing staff and student accomplishments as we continue to progress toward our academic and behavioral goals. | Entire Staff/Jessica Urquhart, Coordinator |

# 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?

| |
|---|
| We have implemented Data Chat books at all levels for each student, giving them the opportunity to track their own progress, share their progress with staff and families, and set goals to increase their academic and behavioral performance. We have seen an increase in student knowledge of the various components of the Level System (behavioral), and students are able to explain where they are in relation to the Learning Target for the day's lesson and on the Learning Scales that are aligned to the Florida Standards provided by the teachers. We have seen an increase in the volume of student writing and length of time they spend engaged in writing.  By increasing positive behaviors students are spending more time in the classroom engaged in academics.  Time out of the classroom is tracked by the behavioral team and monitored during their weekly behavioral meetings. We continually strive to increase time in the classroom on task.  As a school we are focusing on four Focused Instructional Practices to increase rigor that is aligned to the Florida Standards. The implementation of Focused Instructional Processes, learning targets and scales, students and teachers tracking progress, celebrating success, identifying critical content are being targeted.

We review progress by monitoring Data Chat Binders, academic data (Performance Matters, Reading Inventory, Running Records, STAR IRLA, I Ready, and Reading Plus), and student engagement during walkthroughs, and informal and formal observations.  Teachers and administrators look for, in each classroom, the identification of Focused Instructional Practices, which include providing rigorous learning goals and learning targets. Goals and targets are posted daily and reviewed throughout the lesson in each classroom on common boards along with performance scales based on standards in student friendly language.  Students, along with teachers, are tracking their own academic and behavioral learning gains. We are celebrating success to keep students and teachers motivated to continue progress on each goal. |

Teachers identify the critical content for each lesson so students know what is important and not important in each lesson.

During all classroom visits, administrators look for learning targets, engage in conversation with students about what they are learning, monitor their engagement during walkthroughs, informal and formal observations, and ensure that weekly lesson plans are being aligned with state standards and pacing guides provided by the district and that the classrooms are on the correct pace and match the lesson plans submitted.

**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?

We have reviewed our discipline data and the amount of time some students spend outside of the classroom due to behavior issues.  One of the key areas for improvement is to increase student engagement by increasing positive behaviors of our students and increasing their time spent in the classroom on task.  Teachers and behavior specialists review this data monthly to determine interventions and supports needed that are also aligned with the student's Functional Behavior Assessment (FBA) and Individual Education Plan (IEP). Data is collected from daily school point cards, discipline reports, and information from our AdvanceED survey with input from all stakeholders: students, staff, parents, and community partners.

**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.

Our teachers use Learning Scales and Goals, Performance Matters, running records, formative assessments, students' self-rating on Learning Scales, and the students' progress on the Level System for behavior to measure growth.  Cycle assessments are conducted in key targeted courses and the school exceeds minimum expectations by implementing common assessments, for example quarterly DBQs in World History and additional Lexile assessments in ELA courses. The teachers review this data and adjust instruction based on student needs and 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).

Our entire staff works together to support students in transitioning from one level to the next each year. Our school is small and has students from KG through Extended Transition so we are able consult with the teacher directly for the next school year.  Each team collaborates with the next team when students are promoted from one level to the next by providing insight about the student, their individual needs and supports from years of experience with the child.  Elementary and middle have moving up ceremonies for 5th and 8th graders.  For high school students, we provide a small, personalized graduation ceremony focused on our graduates' specific accomplishments.  We also support students when they reintegrate from Calvin to a general education site through email, school visits, and home contacts.  Our staff focuses in on each individual student in reaching grade level proficiency by utilizing associates and our Title 1 paraprofessional to provide individualized academic support with guidance from instructional staff.  Instructional staff provides differentiated instruction along with all supports developed in student IEPs.   We use our Title 1 funds to provide additional supports in academic areas by providing parents resources they can use at home. All staff supports the implementation of Data Chat Binders and follow up with students to review progress and set new goals. We are striving to get our ESE students to track their own progress toward transitioning to the next grade.

⬡ **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? | |
|---|---|
| Teachers will utilize our Focused Instructional Practices as stated earlier in the SIP using culturally responsive strategies that are built into all lesson plans and noticeable in all classrooms. | |
| How are data collected and analyzed to monitor implementation of this strategy? | Name of person(s) responsible |
| Data is collected through classroom visitation, walkthroughs, formal and informal observations, minutes from PLCs, and reflective constructive feedback between instructors and administrators through Learning Sciences iObservation. Lesson plans will include these strategies and they should be observed in all classroom visits. | Principal, Assistant Principal, Team Leaders, and School Based Leadership 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? | |
|---|---|
| Teachers will address culturally responsive strategies that are built into all lesson plans and noticeable in all classrooms. | |
| How are data collected and analyzed to monitor implementation of this strategy? | Name of person(s) responsible |
| Data is collected through classroom visitation, walkthroughs, formal and informal observations, minutes from PLCs, and reflective constructive feedback between instructors and administrators through Learning Sciences iObservation. Lesson plans will include these strategies and they should be observed in all classroom visits.<br><br>In addition, teachers will implement culturally responsive instructional practices in classrooms such as surveying students for input regarding their own culture to make lessons more engaging. In addition, implement cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans in order to improve pass rates. | Principal, Assistant Principal, Team Leaders, and School Based Leadership Team |

| **Optional Goal:** 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 underline 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 our AdvancED survey, some staff identified the need for a professional learning program designed to build capacity among all professional and support staff members.  Based on the AdvancED survey, we are providing trainings that will build capacity for all professional and support staff members.  Trainings identified for this school year include additional sensory behavior training, and trainings that are centered on

Trauma Informed Care, Resiliency, Restorative Practices and The Wounded Student.  The administrative team provides and attends trainings with staff to promote a positive working relationship meeting with teachers individually at least two times a year to review their deliberate practice plan.  The administrative team will work to improve timely, constructive, focused feedback using iObservation to encourage staff to have conversations leading to improved instructional practices supporting a growth mindset. Administrators will continue to attend PLCs and team meetings particularly with groups that are facing challenges and requesting additional 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.

Teachers are provided time during PLCs to collaborate and review student data.  Once a month, teachers will meet with the data team and administrators to review student data.   Our school will build a collaboration with King's Highway Elementary as well as Anona Elementary.  We will continue our relationship with Sandy Lane Elementary and Safety Harbor Middle School.

## 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?

Over the past year we targeted Learning Scales and Goals, The Wounded Student, and Marzano Appraisal. In our AdvancED survey, lack of consequences for students' behaviors was noted multiple times.  Based on the results of the AdvancED survey, it was determined that additional training centered on building understanding of our students and how to work with them would address staff concerns.  Staff have gained a better understanding of where our children are coming from and what they have been through. Students are using Learning Scales to measure their own growth toward the learning goals.  Next steps: to provide additional training and support for our specific Focused Instructional Practices to increase student learning gains, learning targets and scales, students and teachers tracking progress, celebrating success, and identifying critical content. We will continue professional development in the areas of: The Wounded Student, Trauma Informed Care, sensory behavior training, restorative practices, and the expectation of implementation of the "circle format" as evident in team meeting, PLCs, and in the classrooms. We will measure success through AdvancED survey as well as school developed surveys, input brought by staff to the School Based Leadership Team, and monitoring using iObservation looking for the specific elements of agreed focus.

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? |
|---|---|---|---|

| | | | |
|---|---|---|---|
| Sensory Behavior Training | Pre-school | All instructional staff and associates | Staff will implement at least two strategies taught during the training |
| Implementation of Focused Instructional Processes, learning targets and scales, students and teachers tracking progress, celebrating success, identifying critical content | Pre-school with ongoing follow ups throughout the school year during faculty meetings and PLCs | All instructional staff | Focused Instructional Practices will be evident in all classrooms and students will make at least one year of academic and behavioral learning gains or more |
| Restorative Practices Training | Pre-school with ongoing follow ups throughout the school year during faculty meetings and PLCs | All staff | Increased awareness of Restorative Practices strategies to decrease isolative consequences for students and by observing stronger relationships between students and staff with both parties reporting that they have been heard |
| Wounded Student/Trauma Informed Care | Pre-school with ongoing follow ups throughout the school year during faculty meetings and PLCs | All staff | Increased awareness of Wounded Student/Trauma Informed Care strategies to address challenges and barriers that interfere with academic progress |
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# 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).

> We welcome families from the minute they walk in the door. It is vital that they feel welcome each time they arrive at Calvin. We provide new families the opportunity to tour the school with the administrative team, meet the teacher, behavior specialist, and social worker that will be working with their child. The AdvancED survey continues to indicate that our parents need more support with technology that is available and utilized at our school. Based on the AdvancED survey, this year during Title 1 Events we will highlight students' use of technology and the technology resources we have available for student use every day at our school. We will continue to work to improve communication between parents and staff regarding attendance, student behavior, and academic performance.

**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 families with academic resources and trainings through our Title 1 program. We send home summer bags filled with academic activities to keep students from regressing over the summer. Our Title 1 trainings have focused on: journaling in reading and math, math activities for home, reading activities for home, creating bingo games to reinforce sight words, vocabulary, and math skills. Over the past three years our attendance at Title 1 events has increased steadily as evidenced by sign in sheets. We will also develop short, specific surveys (like tickets out the door) during our trainings to help adjust and improve our trainings in the future. We discuss each child's academic and behavioral data at their annual IEP meetings, during 2 student led data chats, and parent conferences.
> Parents are also provided daily point cards reviewing the day's behavior and academic progress.

**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.
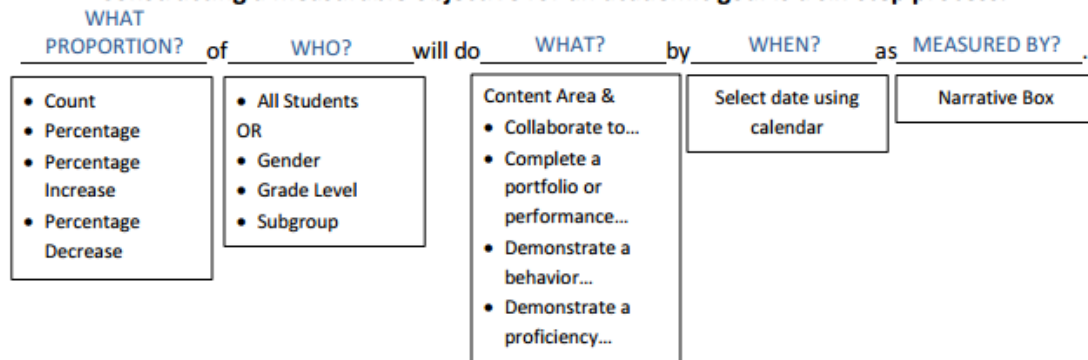
⬡ **Family Engagement / Key Goals and Strategies**

| Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes? | |
|---|---|
| Goal: Students will hold data chats with their families. | |
| What is the key strategy that you will implement to accomplish this goal? | Name of person(s) responsible |
| Create and have students maintain Data Chats books with behavioral and academic data. Students will also set goals of where they want to be by mid-year and end-of-year. Students will lead data chats twice a year: once in December at our Winter Wonderland Event, and at the end of the year during Hunsinger Highlights. We will measure if they are happening through sign in sheets and feedback forms completed by parents for the student in the Data Chat Binder. Parents will be provided a survey at each event for feedback about the data chat experience. | Classroom Teachers |
| Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources? | |
| Goal: Increase local awareness of our school and the students/families we serve. | |
| What is the key strategy that you will implement to accomplish this goal? | Name of person(s) responsible |
| Meet with local agencies, attend community events, provide parents with community resources. Continue to visit family homes and neighborhood centers. | Douglas Keimig<br>Jessica Urquhart<br>Social Workers<br>And all staff |
| 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<br>• Percentage<br>• Percentage Increase<br>• Percentage Decrease | • All Students<br>OR<br>• Gender<br>• Grade Level<br>• Subgroup | Content Area &<br>• Collaborate to…<br>• Complete a portfolio or performance…<br>• Demonstrate a behavior…<br>• 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: Kristine Hindrichs |
|---|---|
| At least 25% percent of students will achieve proficiency or above on the FSA and FSAA in the area of reading by April, 2018.<br>**Actions / Activities in** | |

| Actions / Activities in Support of ELA Goal | Evidence to Measure Success |
|---|---|
| Identify Level 1 and 2 students needing remediation<br>Utilize research-based strategies in core instruction.<br>Teachers will utilize Common Boards with standards and learning targets, learning scales to monitor student achievement, teachers will review and implement Focused Instructional Practices strategies and complete data reviews in their PLCs.<br>Teach skills identified through formative assessments to increase reading proficiency. | All data will be reviewed at the PLC Data Chats as it becomes available with each level monthly to monitor for progress. Running records for elementary Common Assessments and Performance Matters for all levels.<br>Utilize STAR and IRLA as formative assessments to monitor reading progress. |
| Utilize Title 1 Paraprofessional to increase students' time on academic tasks in the classroom<br>Provide reading interventions using Great Leaps | Tracking of time students spend in class versus out of class.<br>Great Leaps data |

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| --- | --- |
|  |  |

| **Mathematics Goal** | **Goal Manager:** Sylvie Pecori |
| --- | --- |
| At least 25% percent of students will achieve proficiency or above on FSA and FSAA I the area of math by April, 2018. | |

| **Actions / Activities in Support of Math Goal** | **Evidence to Measure Success** |
| --- | --- |
| Teachers will utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students | All data will be reviewed at the PLC Data Chats as it becomes available with each level monthly to monitor for progress. Teachers collect both informal and formal data regarding students' learning and provide feedback regularly to students regarding their progress combined with Performance Matters and STAR formative assessments. |
| Teachers will have one on one data chats with students to discuss their academic progress. | Students will maintain individual data chat books enabling them to track their own progress. Students will also be encouraged to share their Data Chat Books with their check and connect, teachers, parents, and administrators. |

| **Science Goal** | Heidi Steiner |
| --- | --- |
| At least 25% percent of students will achieve proficiency or above on the FSA, FCAT, and/or FSAA in the area of science by April, 2018. | |

| **Actions / Activities in Support of Science Goal** | **Evidence to Measure Success** |
| --- | --- |
| Set and communicate a purpose for learning and learning targets for each lesson. Utilize formative assessments to inform and differentiate instruction. | All data will be reviewed at the PLC Data Chats as it becomes available with each level monthly to monitor for progress. Display a Learning Scale for students to see and use to determine where they are with their own learning. Use state, district, and teacher assessments |
| Increase instructional rigor and the use of lab experiments (Science Lab for elementary) to enhance and increase student understanding. | Walk through data, Elementary Science Lab Pre-Post test data, Teacher formative assessment and Performance Matters. |

⬡**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:** <br> Healthy School | **Goal Manager:** <br> Mary Stewart-Wong |
| All students will be offered fruits/vegetables during lunch and at least 50% of students will increase movement by April, 2018. | |
| **Actions / Activities in Support of Goal** | **Evidence to Measure Success** |
| Provide 5-minute health lessons about the benefits of eating fruits and vegetables. <br> Elementary teachers are utilizing Go Noodle incorporating movement in the classroom to increase time on task. <br> Middle school students are participating in meditation and yoga activities to reduce stress and anxiety. <br> Running Club will continue to be held once a month for elementary and school based mental health students. | Participation in Lessons, student self-reporting. <br> Data will be collected on the number of students participating in yoga, meditation activities, Go Noodle, and running club. |
| Increase participation in the school's community garden and physical exercise. | Teacher data related to the use of the school garden. Student self-reporting of physical movement. |

| **Other School Goal** (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.) | |
|---|---|
| **Goal Name:** College Readiness | **Goal Manager: Douglas Keimig, Jessica Urquhart, Mary Canning** |
| 65% of students will utilize self-advocacy skills to prepare them for post-secondary settings to obtain accommodations or supports they need to be successful to enter directly into the work environment, career technical education (ex. Pinellas Technical College), or college. | |
| **Actions / Activities in Support of Goal** | **Evidence to Measure Success** |
| Teach students how to advocate and what that means. <br> Connect students with vocational rehabilitation services. <br> Increase students' ability to advocate and participate in their IEP meetings. | Observation of students' self-advocating <br> Monitor number of students employed throughout the school year. |
| Teachers will monitor students' skills utilizing informal data and observation | Teachers will collect observational data to be reviewed at IEP meetings and during data chats. |

| **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** |

|  |  |
|---|---|
|  |  |
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## ⬡ Academic Achievement Gap / Required Goals

| Subgroup Goal  (Black) | Goal Manager: Douglas Keimig, Jessica Urquhart |
|---|---|
| At least 25% percent of African American students will achieve proficiency in reading by April, 2018. | |

| Actions / Activities in Support of Black Goal | Evidence to Measure Success |
|---|---|
| Individual data meetings with students to review where they need to be by the end of the school year to meet proficiency | Common Assessments and Data Chat Books |
| Instructional staff will begin lessons with Learning Target and identifying critical content. Instructional staff will utilize learning scales. In addition, teachers will implement culturally responsive instructional practices in classrooms such as surveying students for input regarding their own culture to make lessons more engaging. In addition, implement cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans in order to improve pass rates. | Walk through and observation data. Common Boards with targets Learning Scales |

| Subgroup Goal  (ELL) | Goal Manager:  Alexandra Hartigan |
|---|---|
| ELL students will increase their reading proficiency by 20% on the CELLA and FSA testing. | |

| Actions / Activities in Support of ELL Goal | Evidence to Measure Success |
|---|---|
| Individual data meetings with students to review where they need to be by the end of the school year to meet proficiency. | Data Chat Books, review of formative assessments with students |
| Monitor student progress on Common Assessments and class grades | Class grades, Performance Matters data, STAR, and IRLA |

| Subgroup Goal  (ESE) | Goal Manager: |
|---|---|
| School goals apply to this area because our school only serves students with disabilities. | |

| Actions / Activities in Support of ESE Goal | Evidence to Measure Success |
|---|---|
| Refer to school wide goals and actions. | |
|  | |

| 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 3rd | Grade 5th | Grade 6th | Grade 8th | Grade 9th | Grade 10th | Grade 11th | School Totals | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | # | %* |
| Students scoring at FSA Level 1 (ELA or Math) | 3/4 | 5/4 | 4/5 | 11/13 | 8/8 | 10/8 | 4/0 | 66 | 68/64 |
| Students with excessive absences / below 90 % | 10 | 3 | 5 | 19 | 55 | 10 | 4 | 145 | 92 |
| Students with excessive behavior / discipline** | 10 | 9 | 11 | 27 | 20 | 18 | 10 | 171 | 108 |

| Students with excessive course failures** | 4 | 2 | 12 | 21 | 57 | 12 | 3 | 153 | 97 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Students exhibiting two or more Early Warning indicators | 8 | 7 | 12 | 23 | 55 | 12 | 4 | 176 | 111 |

**\***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. |
| --- | --- |
| Decrease the number of students absent from school 10% or more by 5%.  , | |

| Actions / Activities in Support of Attendance Goal | Evidence to Measure Success |
| --- | --- |
| Restorative Practices implementation to build stronger relationships between students and staff. Bi-monthly Child Study Team, including all required members, addresses students who have missed 10% or more of school, and looking for patterns of why students are not attending school.  All of our students have individual education plans and we monitor medical as well as mental health concerns that effect attendance.   We will continue home visits to encourage increased attendance. | Attendance data provided by DMT |
| Student preferred staff connection will encourage students to increase attendance. | Monitoring of attendance through Child Study Team |

### EWS - Discipline

| Discipline Goal | Please ensure that your goal is written as a SMART goal. |
| --- | --- |
| Decreasing physical aggression (Striking adults and students) by at least 60% by April 2018 will improve the overall culture and climate at our school making both students and staffs feel safer. | |

| Actions / Activities in Support of Discipline Goal | Evidence to Measure Success |
| --- | --- |
| Restorative Practices implementation to build stronger relationships between students and staff. Sensory Training, Wounded Student and Trauma Informed Care trainings for staff | Decrease in referral reporting. Increase in staff attendance at trainings as evidenced by sign in sheet and increase in strategies seen in classrooms |
| Utilize Positive Behavior Supports, Level System, and Social Skills training for students. | Monitor student progress on Level System, Daily Point Cards, and Data Chat Books. |

|  | Students completing their data binders and tracking their behavioral progress by graphing their daily points and monitoring their own level on the Level System. |
|---|---|

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

| Decrease Out of Area Behavior by 10% by April, 2018. |
|---|

| **Actions / Activities in Support of Goal** | **Evidence to Measure Success** |
|---|---|
| Restorative Circles to identify reasons for leaving area. | Decreased reporting of out of area behavior. |
| Positive Behavior Support to reinforce being in class and on task. | Decreased reporting of out of area behavior. |
|  |  |

## ⬡ 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.

| All students at Calvin A. Hunsinger School have an Individual Educational Plan (IEP) and Functional Behavioral Assessment (FBA) and Extended Learning Program. |
|---|

| **Early Intervention / Extended Learning Goal** | Please ensure that your goal is written as a SMART goal. |
|---|---|
| Goal: Increase percentage of students participating in the Extended Learning Program by 20%. Focus on increasing reading and math skills. | |

| **Actions / Activities in Support of Goal** | **Evidence to Measure Success** |
|---|---|
| Focus on increasing reading and math skills for elementary students. | Pre and Post testing and attendance |
|  |  |

# Section 3 – Required Items / Resources

## Instructional Employees

| Current Instructional Staff Members | | Complete and update only as data become available. | |
|---|---|---|---|
| # of Instructional Employees (total number) | 33 | % with advanced degrees | 48.5% |
| % receiving effective rating or higher | 100% | % first-year teachers | 3% |
| % highly qualified (HQT)* | 94% | % with 1-5 years of experience | 15.2% |
| % certified in-field** | 100% | % with 6-14 years of experience | 30.3% |
| % ESOL endorsed | 24.2% | % with 15 or more years of experience | 51.5% |

**\***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.

The administrators are ultimately responsible for the recruitment and retention of highly qualified teachers. The strategies for this include: 1) Pro-actively determining units, needs, and potential vacancies, 2) Using Human Resources to identify potential candidates, 3) Creating a climate that is positive, safe, and supportive to employees so they will remain at an EBD center, 4) Using professional learning to promote a work environment that promotes retention, 5) PBS Appreciation Activities, and 6) Informative/Interactive Website and Newsletter

## SAC Membership

| SAC Member/First Name | SAC Member/Last Name | Race | Stakeholder Group |
|---|---|---|---|
| Douglas | Keimig | White | Principal |
| Kelly | Sisco | White | Other Instructional Employee |
| Keisha | Murray | Black | Support Employee |
| George | Pearson | Black | Parent |
| Barbara | Meinik | Hispanic | Parent |
| Carmen | Newcomb | Hispanic | Parent |
| Russell | Colangelo | White | Parent |

| John | Ficca | White | Business/Community |
|------|-------|-------|--------------------|
| O'Neal | Larkin | Black | Business/Community |
| Maria | Gomes | Black | Support Employee |
| | | Select | |
| | | Select | |
| | | Select | |
| | | 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.)* |
|---------|------------------------------------------------------------------------|
|         |                                                                        |

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: |
|---|---|

| Please state the days / intervals that your team meets below. |
|---|
| SBLT meets on Monday once a month (Chairperson – Douglas Keimig)<br>MTSS meets 3 times per month on Tuesday afternoons (Chairpersons – Kelly Sisco and Marilyn Harris) |

### 🔵 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 School Advisory Committee will use all its funds to support SIP goals. We have received $539.27 to support our School Improvement goal of at least 25% percent of students achieving proficiency or above on the FSA and FSAA in the area of reading by April, 2018.   The funds will be used to purchase supplemental reading curriculum as well as recreational reading materials for the students to utilize during the summer months. Our students are provided with Summer Learning Kits which include workbooks with reading, mathematics, writing, and science activities.  Our media specialist surveys each student individually to choose recreational reading books which are specific to each child's interests and academic levels to support the love of reading. |
|---|

|  |
|---|