

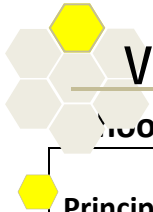


School Improvement Plan 2017-18

Cross Bayou Elementary

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



Vision and Direction

School Profile

Principal: Katherine Wickett	SAC Chair: Thanhnh Le
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School Vision	100% Student Success
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School Mission	<p>Cross Bayou Elementary will provide a caring and success oriented learning environment that enables each child to become a respectful, responsible and motivated lifetime learner through a collaborative effort among students, staff, and the community.</p> <p>Our School Motto that students can say that supports our school mission is: <u>C</u>ome Prepared <u>B</u>e Responsible <u>E</u>xhibit Kindness <u>S</u>how Respect</p>
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
392	12.8	11.5	19.4	3.6	52.6	.3

School Grade	2017: C	2016: C	2015: C	Title 1 School? <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	42	44	57	52	44	53						
Learning Gains All	55	48	63	53								
Learning Gains L25%	65	37	47	24								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Katherine	Wickett	FT	4-10 years
Assistant Principal	Eileen	Stull	FT	4-10 years
MTSS Coach	Cheryl	Sinks	FT	11-20 years
ESOL Teacher	Nancy	Fallin	FT	4-10 years

Total Instructional Staff:	46	Total Support Staff:	35	



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).

Our school uses PBIS strategies and our school-wide expectations/behavior plan all align with the PBIS system. At the beginning of the school year, a school-wide assembly is held to review our school wide expectations, which we refer to as The PAW. The PAW expectations are Come Prepared, Be Respectful, Exhibit Kindness, and Show Respect. These expectations are reinforced at each monthly assembly and those students that meet our school goal of satisfactory or better behavior for the month participate in school wide incentives. Teachers reinforce the school and classroom expectations throughout the year in classrooms when they go over the flow of the day and at class meetings. School processes are demonstrated to all students on our morning news show.

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?

School processes are demonstrated to all students on our morning news show. Classroom management plans are aligned with the 4 School-Wide Expectations. As a staff, we created our behavior guidelines (minor/major infractions list, strategies to try before interventions, intervention process and referral process) and this is reviewed with staff throughout the year. Students help create their classroom expectations. All classrooms use a 5 point behavior system and student behavior is recorded daily in the agenda as a way to communicate with the parents.

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.

Grade level teams meet each month with administrators to analyze school wide and district data to assess effectiveness of Core instruction. Intervention blocks are built into the master schedule. We provide after school tutoring for struggling students and have the STEM academy offered for students with an interest in math and science.
 Core: Tier 1: monthly meeting to look at and analyze grade level assessments for all content areas and monthly behavior charts. Walk through data and spreadsheets will be used. We will use Performance Matters to access data.

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?

Intervention time is built into the master schedule to provide time for classroom teachers and hourly teachers to provide instruction for struggling students at the Tier 2 level. Progress monitoring data is collected bi-weekly to monitor the progress of these students. Hourly teachers provide additional interventions for students at Tier 3. Progress monitoring data is collected weekly to monitor the progress of these students.

Supplemental: Tier 2: OPM data collected bi-weekly and spreadsheets developed and stored on school server. Use to determine effectiveness of small group instruction and the intervention materials used.

Intensive: Tier 3: OPM collected weekly through AimsWeb. Analyzed at data meetings and PSW update meetings. Behavior data collected weekly for FBA's and adjustments will be made in plans as needed. The CST reviews attendance data bi-monthly and contacts parents as needed.

Our MTTs Coach, our part time guidance counselor and our social services staff work with primary classes with lessons that target social skills, bullying, cooperation, respect, etc. Students that need more individualized support meet in small groups or one-on-one with these staff members. Our staff members participate in our Bobcat Buddy Program that pairs an adult with a student who needs additional support. This gives these students another adult who is checking in with them. Behavior data collected weekly for PBIP's and classroom behavior. Teams will look at this data to see patterns and address issues through class instruction.

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).

We monitor all students (Tier 1) using our classroom and district assessments for academic performance. We also use the School Dashboard to monitor for early warning signs (attendance, behavior, etc). We monitor classroom behavior data and referrals to look for trends that need to be addressed. In addition to this, for our Tier 2 & Tier 3 students we monitor our OPM data for academic performance and problem solve for ways to ensure maximum academic performance.

Our Child Study Team meets bi-weekly to review student attendance data and look for trends. The members of this team work with families to try to support them as we work together to resolve issues related to attendance. The team utilize the new attendance letters that include graphs comparing the absences of peers.

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 work with teachers in PLC's every month to review academic and behavior data. These meetings focus on curriculum and implementation of standards. Administrators are highly visible on campus and we review lesson plans, which are all online or uploaded to a server. Administrators walk through classrooms to monitor the implementation of standards and look for teachers to be using high yield strategies with students. Our school is continuing to refine our implementation of goals and scales so that students are understanding how the work that they are doing is tied to the standards. Feedback is given to teachers

based on administrator observations Instructional Support Model (ISM) visits. The ISM visits offer a snapshot of school trends for our school. This feedback is focused on areas that comprise excellent instruction, which include intentional planning and delivery of standard based instruction, releasing the responsibility of learning and building a positive culture and climate.

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?	
Increase the percentage of students who know what to do every day (work and behavior) from 73% to 85% as measured by a school survey of students.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Define what respect looks like and sounds like for students, staff and families through class lessons, class meetings, PLC's and parent meetings.	MTSS Coach, Administrators, Teachers
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.	
To close the gap of black student achievement in Math by 10% and to continue to use strategies for discipline for our black students since we do not have a gap in discipline.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Teachers will use Math MAP assessment data to identify gaps in the skills of our black students. They will utilize the guided math lessons to address the areas of need and will reflect this in their lesson plans. Administrators will monitor lesson plans and lessons for implementation.	Classroom Teachers, Administrators
Utilize Bobcat Buddies program and scheduled meetings with black students to ensure they have an adult that cares for them. This has proven at our school to decrease the number of discipline incidents.	
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



Standards-Based Instruction for Learning

Connections: District Strategic Plan ● Goals 1,2,4,5
Marzano Leadership ● Domain 1,2,3,4

7. Describe your school's efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

Grade levels create their scales for units together and can meet with the MTSS coach or administrators for planning. We have PLC's every month to review academic and behavior data in which we review OPM, classroom assessments and district assessments. We showed positive learning gains for all students and our lowest 25% in both ELA and Math this year. Based on ISM visits last year, we focused on releasing the work to our students and saw an increase in this from the first visit to the second visit. We also showed that 94% of the classrooms visited were on target with the order of instruction and were giving standards based instruction.

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?

In ELA, our key area for improvement is in having consistency for all students receiving guided reading. We will accomplish this by having all grade levels (K-5) use the Jan Richardson's Guided Reading Routine for their guided reading instruction. We used our FSA data and our data about Reading Record growth through the year to determine this was a need.

In Math, our key area for improvement is improving the development of number sense with our students. We will accomplish this by providing Professional Development on High Yield Number Routines for our teachers and by having teachers develop a daily process for the implementation of this routine. We used our FSA data and district/classroom assessment data to determine this was a need.

In Science, our key area for improvement is giving our students more opportunities to understand the Scientific Process. We will accomplish this by planning with teachers the ways that students can collect data over time throughout the year. Teachers will also utilize mini-science boards with classroom experiments that will help students identify each part of the Scientific Process while working through the experiments. We used our FSA data and district/classroom assessment data to determine this was a need.

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

Teachers use formative assessments during instruction to measure student growth toward the learning targets to meet the standard. We use progress monitoring tools, such as Running Record, DAZE, classroom assessments and district assessments to measure progress toward the standards. Students who are receiving Tier 2 or Tier 3 supports receive bi-weekly (Tier 2) or weekly (Tier 3) progress monitoring to determine if interventions being used are effective. Teachers use Performance Matters to review class and grade level data. Item analysis is done so teachers are able to adjust instruction to re-teach standards the students are not understanding.

This is our focus in data PLC's and we analyze data from Performance Matters as well as classroom assessments. As we progress through the year, we make adjustments to interventions based on student progress. We also have data displayed for teachers to see throughout the year. In our data room, we track the progress of our students on Reading Records to determine if they are making adequate reading progress and if not, determining what supports need to be put into place to help them achieve success.

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

We have high expectations of students and communicate these expectations to parents at Open House and with students for unit scales. We relate what students are working on to the standard so they are aware of how their work is helping them meet the standards. We analyze data at the beginning of the year and identify students needing extra support for academics based on FSA, SAT 10 and RR. Each grade level has intervention time built into their schedule for Math and ELA. Teachers use this time to provide targeted interventions based on the data. We utilize data from ISIP and the MAP assessments to measure the progress toward the standards during the year. Teachers differentiate instruction during small group instruction time using the data from MAP and ISIP and formative assessments to make sure they are targeting the correct deficiencies.

Our SBLT and teachers monitor student progress at PLC's and at MTSS meetings.

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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?	
Guided Reading will be done consistently across all grade levels – all teachers will use Jan Richardson Guiding Reading Routine.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data will be collected through daily walk-throughs, improvement in Reading Record level over time and through classroom assessments.	Kathy Wickett Eileen Stull
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?	
Improving the development of Number Sense in our students – all teachers will receive training on High Yield Number Strategies and will develop a daily process for implementation. Students will all work on ST Math at the recommended times to apply their knowledge of math concepts, including number sense.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data will be collected through daily walk-throughs and through improvement in ST Math growth and on classroom assessments.	Kathy Wickett Eileen Stull
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
In Science we will work on students having a better understanding of the Scientific Process – we will plan with teachers the way to provide additional opportunities for this during classroom experiments.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data will be collected through daily walk-throughs and through increased student autonomy in completing mini science boards that demonstrates using the Scientific Process.	Kathy Wickett Eileen Stull



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.

Our Social Committee provides opportunities for all staff to get together at school for celebrations and to rally together when we need support. We have a Staff BarBQ twice a year along with a variety of activities that staff can choose to participate in. We strive to have input from all staff by having committees and through our monthly team leader meetings. Our focus for professional growth is determined by the

Deliberate Practice Plans (DPP) of our teachers. As DPP's are completed we will add additional professional development to address those elements that teachers are working on to strengthen their practice. We will continue to have diversified teams within our school as we strengthen building respect for all.

Based on the AdvancED Survey, our staff felt that staff members needed to participate in Professional Learning based on identified needs of the students. As a school we are focusing our PD on Jan Richardson Guided Reading Routine (JRGR) for small group instruction, Math Number Talks and understanding the Scientific process. Based on this focus we have PD planned for our staff in all three of these areas.

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.

PLC's will be held 1-2 times per month during Block Time with administrators. We will have a PLC for each grade level and our ESE staff and Specialists. We focus our PLC's on data analysis and will breakdown our data by subgroup to come up with ideas to address any achievement gaps. We also use our Curriculum/PD meetings twice a month to review data school-wide and look for trends. The data determines the focus for our PD meetings. Teachers have common planning time and work as a grade level to provide consistency and fidelity in instruction by planning together. We provide time for teachers to observe excellent instruction in other classrooms by using TDE's as needed.

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?

Last year our PD focus was on High Yield Strategies from Marzano Frameworks and ST Math training. We have seen that teachers have a better understanding of the High Yield Strategies and anticipate them being used more in the 17/18 school year. The ST Math training was beneficial as it helped teachers learn how to use ST Math lessons as a whole group (when needed) and gave them tools to know how to support students who were not understanding concepts. We are going to continue to present High Yield Strategies from Marzano to the staff for the 17/18 school year and will also be using High Yield Number Strategies as continued math training for the 17/18 school year. We will also be focusing our PD on Jan Richardson Guided Reading Routine to ensure all teachers know how to correctly implement this routine.

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?
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Marzano High Yield Strategies	Throughout the school year at Curriculum Meetings or PLC's	Instructional Staff	Increased knowledge and use of high yield strategies for instruction.
High Yield Number Strategies	Pre-School and in October with a Just in Time Math Coach	Classroom Teachers	Understanding of and plan created for implementation of High Yield Number Strategies
Jan Richardson Guided Reading Routine	Scheduled for October with a Just in Time Reading Coach	Classroom teachers who have not had this training	Implementing Jan Richardson Guided Reading Routine during small group instruction
District-wide Training	During the school year	Instructional Staff	Implementing information learned at training for increase student achievement
Scientific Method Training	During the school year	Classroom teachers	Increasing use of mini-science boards to increase student understanding of Scientific Process
MAP Training	During the school year	Classroom teachers and Administrators	Understanding of how to administer the MAP assessment and how to interpret the reports



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).

Based on parent feedback, we will continue to have a weekly phone call message sent to families so that they are aware of upcoming events. We will continue to send an email version of the phone message in English, Spanish and Vietnamese to families that we have an email address for. We will continue to have a monthly event for families to participate in. This may be a curriculum focused night or a concert or a fun family event. We will have our PTA/SAC meetings the same night we have family event to encourage participation in these groups. Curriculum focused events include strategies for parents to help their

students at home and give parents time to try out these strategies. We will be having community/school work day to learn about and create rain barrels, compost area and a sustainable garden through our Green Apple Day in September.

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 have family event nights that focus on curriculum areas and give parents resources support academic achievement for their student. We provide translators in Spanish and Vietnamese and interpreters for ASL for all school events to ensure that all our families have access to the information provided. We have specific training for 3rd grade parents to help them understand the state mandates tied to 3rd grade promotion.

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

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Increase parent participation in PTA/SAC and attending monthly programs	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Offer an incentive for attending PTA/SAC meetings and offer workshops that are of interest to families and are fun. We have scheduled an Anti-bullying parent workshop soon after the anti-bullying assemblies we are having with our students. We have a curriculum night scheduled in Oct and our 3 rd grade families will be learning about and able to ask questions about the promotion/retention guidelines for their student in 3 rd grade that night.	Kathy Wickett Eileen Stull Cheryl Sinks PTA Board
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?	

Increase community awareness of our school’s focus and events	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Personally invite local businesses to our SAC/PTA meetings and to school events to strengthen tis connection. Personally invite local realtors to SAC/PTA and to our school so they are able to utilize this information when speaking to families.	Eileen Stull
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?

<ul style="list-style-type: none"> Count Percentage Percentage Increase Percentage Decrease 	<ul style="list-style-type: none"> All Students OR Gender Grade Level Subgroup 	<p>Content Area &</p> <ul style="list-style-type: none"> Collaborate to... Complete a portfolio or performance... Demonstrate a behavior... Demonstrate a proficiency... 	<p>Select date using calendar</p>	<p>Narrative Box</p>
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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.

ELA / Reading Goal	Goal Manager: Kathy Wickett & Eileen Stull
<p>75% of all students (K-5) will demonstrate proficiency of reading on or above grade level by May 2018 as measured by Reading Record.</p> <p>Increase the percentage of students in grades 3-5 scoring a level 3 or higher on FSA from 42% to 60%.</p> <p>Increase the percentage of students in grades 4-5 making learning gains in reading from 55% to 60%.</p>	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
<p>All grade levels will implement Jan Richardson Guiding Reading Routine for differentiated instruction within the Reading Block.</p> <p>Provide TDE's for teachers to work with Just In Time Coaches for PD on Implementing Jan Richardson Guided Reading Routine.</p>	<p>Reading records administered per district timeline to show reading growth.</p> <p>2 additional "cold reads" will be given to each student to monitor reading fluency and growth. These will be done in Oct and March. Intermediate grades may use information from ISIP to show growth instead of cold reads</p> <p>Fidelity checks, OPM and district/classroom assessment data</p>
<p>Classroom teachers will use the Gradual Release Model of ELA instruction.</p>	<p>Daily administrative walk-throughs and teacher lesson plans.</p>

<p>Teachers will provide ample time for students to practice independently what was taught in reading and writing allowing for strategic practice as well as building stamina for longer reading and writing projects</p> <p>Teachers will utilize Istation as a way to differentiate instruction and monitor progress.</p>	<p>Daily administrative walk-throughs, teacher lesson plans, Reading Record level and district/classroom assessments.</p> <p>Daily administrative walk-throughs, Istation resources being used, OPM, district/classroom assessments</p>
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Mathematics Goal		Goal Manager: Kathy Wickett and Eileen Stull
<p>85% of all students to make at least 1% - 2% weekly progress in skill attainment in ST Math as measured by ST Math reports.</p> <p>Increase the percentage of students in grades 3-5 scoring a level 3 or higher on the FSA Math from 57% to 70%.</p> <p>Increase the percentage of students identified as L25 making learning gains on the FSA Math from 47% to 55%</p>		
Actions / Activities in Support of Math Goal		Evidence to Measure Success
<p>Students participate in ST Math for the required minutes each week. ST Math times are scheduled for the labs or computer carts so every classroom can meet their ST Math times.</p> <p>Recognition for students who meet ST Math goals will be on the daily news show.</p> <p>Implement small group guided math lessons based on student need</p>		<p>Daily administrative walk-throughs, ST Math Reports, district/classroom assessments</p>
<p>Utilize High Yield Numbers Strategies to focus on student attainment of number sense.</p> <p>Implement problem based math strategies</p> <p>Teachers will plan math units utilizing the problem based math strategies and the Number Talks training they will be receiving.</p> <p>Provide TDE's for teachers to work with Just In Time Math Coach on Number Talks Professional Development</p>		<p>Daily administrative walk-throughs, district/classroom assessments</p>

Science Goal	Goal Manager: Eileen Stull
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Increase the percentage of students in grade 5 scoring a level 3 or higher on the FSA Science from 44% to 70%.	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
<p>Develop and adhere to Science Lab schedule where all 3rd – 5th grade students will complete the science lab investigations.</p> <p>All 3rd – 5th grade students participate in the pre and post test for the Science Lab.</p> <p>Teachers will have students complete the post assessment quiz in Unify to look for trends in data and use this data to identify areas to strengthen student understanding of key vocabulary.</p> <p>Develop and adhere to 2nd grade Science Lab schedule (8 days per year).</p> <p>Provide monthly coaching support from the Science Just in Time Coach on the 10-70-20 Instructional routine in Science instruction.</p>	<p>Daily administrative walk-throughs, Science Lab pre & post test data, district/classroom assessments</p>
<p>Provide opportunities for students to collect data over time to foster scientific thinking (classroom experiments).</p> <p>Utilize mini-science boards throughout the year with classroom experiments to support students learning the Scientific Method.</p>	<p>Daily administrative walk-throughs, lesson plans, district/classroom assessments</p>

Other School Goals* / Use Only as Needed

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
Goal Name: Healthy School Goal	Goal Manager: Jennifer Francisco
To increase the school’s eligibility for national recognition form 4 of 6 areas to 5 of 6 areas of the Alliance for a Healthier Generation Healthy Schools Program Assessment modules.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Plan to have more community and family involvement in the modules to increase our score.	Score on the Healthy Schools Program Assessment.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: STEM	Goal Manager: Irene Seybold and Rita Browning

STEM Academy teachers will learn and apply rigorous science, technology, engineering and mathematics content.	
Actions / Activities in Support of Goal	Evidence to Measure Success
STEM teachers will demonstrate to students how to apply appropriate domain-specific vocabulary when communicating science, technology, engineering and mathematic content.	Use of domain-specific vocabulary during discussions about the work during STEM and in the classroom.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Character Education	Goal Manager: Cheryl Sinks
Students will be able to define and demonstrate respect verbally and through their actions.	
Actions / Activities in Support of Goal	Evidence to Measure Success
School-wide there will be a focus on defining what respect looks like and sounds like.	Common language and actions around school that show being respectful
We will create videos (student and teacher made) to show to the school so everyone has the same understanding of what respect is.	Videos shown each week on the news show
We will utilize restorative practice techniques to process problems as they occur.	Reduction in the number of students out of class or the length of time out of class
Set up a mentor program for students that need more support (academically, emotionally or behaviorally)	Bobcat Buddies and First Friends survey results.

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: Kathy Wickett
Close the achievement gap by 5% in math in grades 3-5 as measured by the FSA Math Assessment	
Actions / Activities in Support of Black Goal	Evidence to Measure Success
All black students in grade 3 – 5 will meet at least 3 times per year with the principal to review their academic progress and develop goals and a plan to meet these goals.	Copy of student goals and meeting notes that documents the progress students are making toward the goals.
Ensure that black students are participating in extended learning opportunities and enrichment after school and in the extended school year through targeted recruitment and targeted resources.	Develop and implement a process to track black student attendance in extended learning opportunities.
Ensure that black students are screened for gifted and talented programs at CBE.	Review records and see if any black students that did not qualify for gifted classes before now meet the new criteria. Work with teachers to identify

	high achieving black students to work on gifted screenings.
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Subgroup Goal (ELL)	Goal Manager: Kathy Wickett
Increase the percentage of ELL students in grades 3-5 meeting or exceeding proficiency in ELA from 14% to 60% as measured by FSA.	
Increase the percentage of ELL students in grades 3-5 meeting or exceeding proficiency in Math from 42% to 70% as measured by FSA.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Providing additional vocabulary development for ELL learners who are below proficiency.	District and classroom assessments
All Level 1 & 2 ELL students will receive targeted reading interventions that will be progress monitored weekly	OPM Data
Provide teachers with English Language Proficiency data from 2017 Access for ELL's so they can plan and deliver instruction to meet individual ELL needs	2018 Access for ELL's

Subgroup Goal (ESE)	Goal Manager: Melissa Hebbeler & Sharon Weatherford
Increase the percentage of ESE students in grades 3-5 meeting or exceeding proficiency in ELA from 8% to 40% as measured by FSA.	
Increase the percentage of ESE students in grades 3-5 meeting or exceeding proficiency in Math from 25% to 50% as measured by FSA.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
All Level 1 & 2 ELL students will receive targeted reading interventions daily that will be progress monitored weekly	OPM Data
Provide additional vocabulary development for DHH students in ASL using DiPerri strategies	District and classroom assessments
ESE resource teachers will collaborate with general education teacher to plan specially designed instruction that meets individual IEP goals	IEP's, Lesson Plans

Subgroup Goal Gender Gap	Goal Manager: Kathy Wickett and Eileen Stull
Increase the percentage of 3 rd grade male students proficient in ELA from 30% to 50% as measured by FSA.	
Increase the percentage of 4 th grade male students proficient in ELA from 42% to 55% as measured by FSA.	
Increase the percentage of 5 th grade female students proficient in Math from 38% to 55% as measured by FSA.	
Increase the percentage of 5 th grade female students proficient in Science from 23% to 45% as measured by FSA.	

Actions / Activities in Support of Goal	Evidence to Measure Success
<p>Teachers will plan to use books that have a high interest for boys during reading groups and for book clubs</p> <p>Teachers will have regular opportunities for hands-on projects and flexible groupings. Independent reading process includes choice in texts. Variety of materials that reflect students' personal interests and talents. Boys are often given opportunity to choose tasks, projects, and partnerships for themselves.</p>	<p>Lesson plans</p> <p>Boys reading high interest materials during reading</p>
<p>Encourage girls to participate in STEM Club.</p> <p>Teachers will help girls increase their participation in math and science lessons by having time for oral discussion of the topics being studied. Girls will be given opportunities to be group leaders in math and science groups.</p>	<p>STEM club participation</p> <p>Lesson plans</p>

 **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	4	37	20			61	13
Students with excessive absences / below 90 %	15	14	23	26	14			92	20
Students with excessive behavior / discipline**	0	0	0	0	0			0	0
Students with excessive course failures**	0	0	0	0	0			0	0
Students exhibiting two or more Early Warning indicators	0	0	0	13	9			22	5

*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 10% or more from school by 5%		
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success	
Provide monthly incentives for students in attendance	Increase in students receiving monthly incentives	
Contact families with attendance issues and work with CST to provide support for these families	Average Daily Attendance and individual attendance records	

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
Decrease the number of referrals from 43 to 35 or less as measured by the number of referrals written.		
Actions / Activities in Support of Discipline Goal	Evidence to Measure Success	
Meet with new to CBE students to ensure they know our processes and to teach strategies for positive behavior choices.	Decrease in referrals	

Have a "Reflection Room" so students can process with an adult how their behavior affected their learning and the learning of others.	Decrease in referrals
Restorative practice implemented with staff and students	Decrease in referrals and increase in using restorative practice techniques.

Discipline Goal – Other (as needed) Please ensure that your goal is written as a SMART goal.	
Specify	
Place goal statement here (only if needed).	
Actions / Activities in Support of Goal	Evidence to Measure Success

EWS – Academic Intervention

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

Provide after-school tutoring twice a week for students who are not proficient in ELA and or Math. We will offer 2 STEM academies after school enrichment for students in grades 2-5. We will offer Little Kid’s Rock as a music enrichment for students in grades 2-5.

Early Intervention / Extended Learning Goal Please ensure that your goal is written as a SMART goal.
Increase the number of students that regularly attend after school tutoring from 70% to 80%

Actions / Activities in Support of Goal	Evidence to Measure Success
Personally invite students to after school tutoring	Tutoring attendance log
Follow up personally with families if there is a decrease in attendance	Tutoring attendance log
Offer online resources (including a computer check out program) to families that have barriers to attend after school tutoring	Number of students checking out computers and using online resources

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	42	% with advanced degrees	38.2
% receiving effective rating or higher	98	% first-year teachers	0
% highly qualified (HQT)*	100	% with 1-5 years of experience	9
% certified in-field**	100	% with 6-14 years of experience	29
% ESOL endorsed	47.1	% with 15 or more years of experience	62

*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.

We pair new teachers with a school mentor. Administrators work with teachers that are new to our school to provide support. Teachers are recognized for accomplishments. Staff celebrations are regularly scheduled. When we have instructional openings, we interview qualified candidates and are trying to increase our number of black and Hispanic teachers on campus.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Thanhnhha	Le	Asian	Support Employee
Katherine	Wickett	White	Principal
Michelle	Sacco-Eanes	White	Teacher
Mandy	Smolka	White	Parent
Shannon	Schmitt	White	Parent
Shy	Boston	Black	Business/Community
Luis	Avila	Hispanic	Parent
		Select	
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SAC Compliance

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

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

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date:
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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: Cheryl Sinks
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Please state the days / intervals that your team meets below.

We meet every Thursday at 2:00

 **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.

\$1960 – used for TDE's to support PD for instructional staff in Literacy and Math