



School Improvement Plan 2017-18

Forest Lakes Elementary

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



School Profile

Principal: Karen Aspen	SAC Chair: Heidi Muenger
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School Vision	100 % Student Success
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School Mission	Forest Lakes Elementary-A Community in Pursuit of Highest Student Achievement
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
	4.6	6.1	21.8	5.3	62.2	

School Grade	2017: B	2016: B	2015: A	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	66	67	72	73	61	57	na	na	na	na	na	na
Learning Gains All	60	58	69	59								
Learning Gains L25%	49	39	53	40								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Karen	Aspen	FT	20+ years
Asst Principal	Michael	McHugh	FT	4-10 years
Psychologist	Janelle	Willet	PT	4-10 years
Library Media Specialist	Joann	Ferra	FT	11-20 years
SIP Chairperson	Karen	Gums	FT	20+ years
Social Worker/Guidance Counselor	Stacy	Rutledge	FT	11-20 years
Behavior Specialist	Suzanne	Bradford	FT	11-20 years
Grade Level Team Leader	Genie	Merrer	FT	20+ years
Grade Level Team Leader	Zoy	Papamichael	FT	11-20 years

Grade Level Team Leader	Donna	Kabot	FT	20+ years
Grade Level Team Leader	Colette	Alex	FT	11-20 years
Grade Level Team Leader	Kathy	Larson	FT	11-20 years
Grade Level Team Leader	Susan	Kypriotakas	FT	11-20 years
Total Instructional Staff:	46	Total Support Staff:	23	



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).

One of our major initiatives of our school improvement plan is to implement restorative practices. During pre-school we will be training teachers and staff and providing support to enable them to implement restorative practices successfully. Implementation of restorative practices will strengthen the school’s commitment to provide a safe, secure, and healthy learning environment. Staff and students are expected to follow the school-wide expectations of respect, responsibility and safety in all areas of the school. Parents are informed of school-wide rules and expectations at the beginning of the school year through FLE behavior brochure and anti-bullying brochure. The school's guidelines for success are....Respect: Treating each other with kindness, dignity, and being courteous of others feelings. Responsibility: Being dependable, taking charge of your own actions. Safety: Freedom from being hurt or injured and maintaining a safe environment. Parents receive the Forest Lakes Elementary Positive Behavior Support pamphlet in the first day packet that includes the behavior expectations and rules for the common areas of the school. Expectations are taught to students during the first two weeks of school utilizing the Forest Lakes Behavior Matrix and revisited regularly. All classroom teachers have individual tier 1 classroom management systems that align with our school-wide expectations. Classroom expectations are posted in the classroom. Rules are taught to students during the first 2 weeks of school and are referred to as needed throughout the school year.

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?

Teachers teach the school-wide rules and expectations to their students during the first two weeks of school and referred to as needed throughout the school year. Lesson plans are provided for teachers on the server. School-wide expectations are posted in common areas.

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.

Staff will receive professional development for Restorative Practice in August 2017 prior to the start of the school year. To build strong children we will be training teachers and staff and providing support to enable them to implement restorative practices successfully. Implementation of restorative practices will strengthen the school’s commitment to provide a safe, secure, and healthy learning environment.

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?

Currently these needs are met by individual teachers coordinating with the guidance counselor, school nurse, social worker, school psychologist and/or behavior specialist to address individual student needs as they arise. If a student needs support greater than level 2, the classroom teacher completes a “process for behavior MTSS/RTI” form. An observation of the student will then take place by the behavior specialist, social worker, or psychologist followed by a parent/teacher conference to discuss observations and implementations of preventative strategies and/or tier 2 interventions. If the student does not show a positive response to the tier 2 intervention, the MTSS will determine if there is a need to change the tier 2 intervention or proceed to a tier 3 intervention (pbip).

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).

Grade Level teams collect data on minor classroom behavior incidents based on grade level criteria. The data is submitted and recorded by the behavior specialist. Each grade level receives updated behavior data on a monthly basis. Data includes office referrals, minor behavior issues in PE, art, and/or music, and the minor classroom behavior data. A “watch list” is maintained for each grade level. Behavior and academic data is reviewed monthly during grade level PLCs. Students in need of additional supports are identified and discussed in grade level PLCs. Teachers document tier 2 interventions being used with individual students in their classroom. When a teacher/team feels that a student is in need of additional support, a formal Request for Behavior Support is submitted to the behavior specialist.

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?

Grade level teams analyze their academic and behavior data each month to determine which students need additional academic or behavioral support. The MTSS team analyzes tier 2 and tier 3 academic and behavior data bi-monthly. Grade level teams meet with the MTSS team to review tier 2 and tier 3 data at predetermined times throughout the year. Academic data is graphed and discrepancies are analyzed and problem solving occurs on a regular basis. The School Based Leadership team, in conjunction with PLCs, oversees the implementation of high quality instruction and both remediation and enrichment for all students. Teachers utilize research based best practices to differentiate core curriculum to address the needs of all learners and learning styles. In addition, administrators observe and collect data related to the Marzano elements during informal classroom observations and provide feedback to teachers.

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

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
We will build strong relationships in order to build strong children.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We will implement restorative practices school-wide.	Karen Aspen
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.	
We will work to meet the social-emotional needs of all students in all subgroups.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We will implement restorative practices school-wide.	Karen Aspen

Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
We will work to improve our processes for adult advocacy in our school.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We will seek input from stakeholders for improvement of adult advocacy processes and for communication of these processes back to our stakeholders.	Leadership Team



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?

Our school has worked for years to align instruction to state standards and to increase student engagement. State assessment achievement scores and SAT 10 scores indicate a good degree of success as a result of these efforts. District ISM visit data also shows good alignment and high engagement. Marzano observation data also indicates good alignment of instruction to state standards and high levels of student engagement.

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?

Marzano observation data indicates rigor is a key area to target for improvement in our school. We focused on rigor last year and Marzano data indicates some improvement. However, we need to continue to increase rigor until 100% of our students are achieving at or above grade level.

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.

PLCs use multiple sources of data (common assessments, end of unit tests, iStation data, gradebook data, learning goals and scales, formative assessment) to measure student growth in all subject areas, to inform instruction. The data is shared with administration on a monthly basis. We are looking forward to learning how to use MAP this year to inform instruction.

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).

Kindergarten teachers hold an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills are emphasized and academic and social characteristics are discussed. Teachers articulate with teachers from feeder grade levels on the curriculum and teaching strategies that ensure a good transition to the next level. Fifth grade teachers and the guidance counselor articulate with school personnel from the middle school to ensure a good transition.

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?	
Ensure that lessons are created and delivered at the appropriate level of rigor, to ensure high levels of rigor in student learning.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data will be collected and monitored through Marzano element 6—critical content.	Karen Aspen
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?	
Continue to improve upon high levels of student engagement.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data will be collected and monitored through Marzano elements 24-32.	Michael McHugh
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 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.

The ratings by staff members on all indicators for collaboration were significantly higher than all schools and all elementary schools. This area also received some of the highest ratings our school received in the entire survey. Staff members pride themselves in having positive and collaborative working relationships, so we will continue to recognize excellence, collaboration and professionalism. The ratings given by students and parents also showed a high level of satisfaction with the school culture.

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.

We will continue to strategically increase the teacher collaboration in our PLCs. Our PLCs meet one hour, once a week, and every week. We will advocate for collaborative planning during the block time this year.

Professional Development

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

The focus areas for professional development were math, trauma informed care, learning goals and scales and Marzano’s element 6, critical content. We have seen evidence of increased teacher effectiveness in observations done by administrators. Our next steps is to focus on goals for math, reading, science, black students, ELL students, and ESE students, that are created by each grade level PLC.

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?
ELL Data and Strategies	Pre-school	All Teachers	Increased achievement for ELLs
Restorative Practices	Pre-school	All Teachers	Improvement in meeting social emotional needs
ELA Training	Fall	Selected Teachers	Increased ELA proficiency
Science Training	Fall	Selected Teachers	Increased Science proficiency
ESE Training	Fall	ESE and Other Teachers	Increased achievement for ESE students
TQE/Rich Math Task Unit Planning with math coach	On-Going	All Math Teachers	Increased math proficiency



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).

Forest Lakes Elementary School families participate in school events at high levels. PTO solicits family involvement with activities such as Boosterthon, STEM night, poetry night, skating, PTO fundraising nights. Teachers make connections and encourage family involvement through parent conferences, communication through e-mail, phone calls and newsletters, student led conferences, and school related extracurricular activities.

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.

The school provides parents with academic resources to increase and enhance student achievement. The school provides an FSA training, kindergarten round up, student led conferences, and encourages parent participation in middle school articulation. Teachers share academic and behavioral data with parents in conferences. The MTSS team holds data chats with teachers to monitor and guide direction of instruction and instructional strategies.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

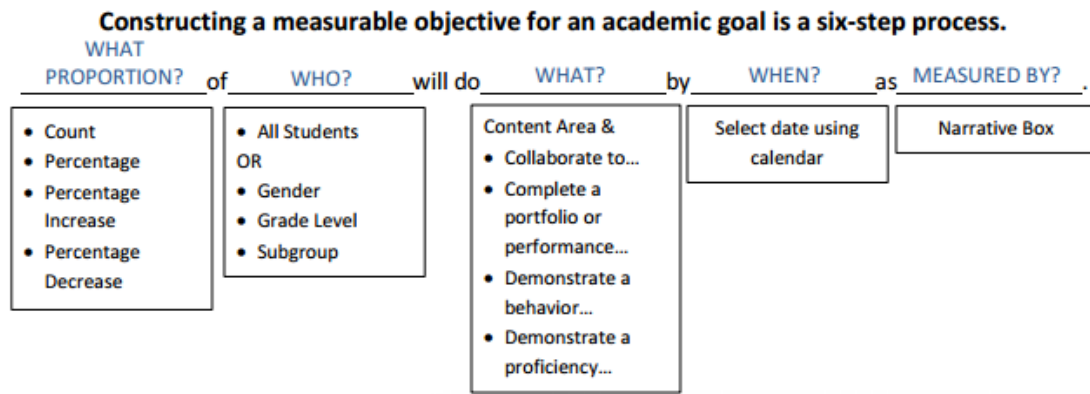
*Note: Please use your own school data resources or best estimates in completing this inventory.

 **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?	
We will increase volunteer, mentor hours, by 10%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Teachers and volunteer coordinator will solicit community and family member participation via phone calls, newsletter, and school/teacher websites.	Amy Rossi Michael McHugh
Goal 2: What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
To increase our schools involvement in the community by 10%	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Meeting with the city of Oldsmar’s Public Relations department to plan and implement various activities throughout the year such as the B.M.X/STEM building night, reading incentive programs.	Amy Rossi Michael McHugh Janet Acerra PTO

Section 2 – Targeted School Goals / Action Steps

Academic Goal



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 Goals	Goal Manager: Michael McHugh
To increase proficiency in ELA by 10% in each grade level, and to increase school proficiency to 76%, as measured by Florida Standards Assessment and MAP.	
To increase learning gains for L25 students by 10% in ELA, in each grade level, as measured by Florida Standards Assessment and MAP.	
Actions / Activities in Support of ELA Goals	Evidence to Measure Success
Grade level PLCs, in collaboration with administrators, identified strategies and action plans for ELA, based on student trend data for their grade level, student trend data for their students this year, and their collective team levels of professional development and best practice usage. They will monitor student progress and provide necessary interventions to ensure student success. The strategies identified at each grade level are: Kindergarten Strategy: Regularly assess (both formally and informally) and utilize data to modify and adjust instruction. Analyze and discuss data at PLC meetings and share data with	MAP student growth data

<p>parents during Open House (INStA Goal) and conferences. Utilize iStation with L25 students.</p> <p>First Grade Strategy: Regularly assess (both formally and informally) and use data to plan differentiation, intervention, and scaffold instruction to increase student performance. Utilize Jan Richardson Guided Reading Routine and Literacy Footprints Kit. Utilize iStation with L25 students.</p> <p>Second Grade Strategy: Utilize data to plan differentiation, intervention, and scaffold instruction to increase student performance. Utilize iStation with L25 students.</p> <p>Third Grade Strategy: Utilize MAP data to drive instruction and to guide differentiated instruction. Monitor student progress and analyze the effectiveness of corresponding instructional strategies in PLC meetings. Utilize iStation with L25 students.</p> <p>Fourth Grade Strategy: Utilize data to plan differentiation, intervention, and scaffold instruction to increase student performance. Utilize independent student practice work and formative assessments to monitor student progress. Utilize iStation with L25 students.</p> <p>Fifth Grade Strategy: Regularly assess and utilize data to modify and adjust instruction. Utilize iStation with L25 students.</p>	
<p>Progress toward goals will be shared regularly with the MTSS team, the leadership team, at faculty meetings and with parent/community groups.</p>	<p>MAP student growth data</p>

<p>Mathematics Goal</p>	<p>Goal Manager: Karen Aspen</p>
<p>To increase proficiency in Mathematics by 10% in each grade level, and to increase school proficiency to 82%, as measured by Florida Standards Assessment and MAP.</p>	
<p>Actions / Activities in Support of Math Goal</p>	<p>Evidence to Measure Success</p>
<p>Grade level PLCs, in collaboration with administrators, identified strategies and action plans for math, based on student trend data for their grade level, student trend data for their students this year, and their collective team levels of professional development and best practice usage. They will monitor student progress and provide necessary interventions to ensure student success. The strategies identified at each grade level are:</p> <p>Kindergarten Strategy: Utilize Effective Mathematics Teaching Practices with a concentrated PLC study of facilitating</p>	<p>MAP student growth data</p>

<p>meaningful discourse ("math talk").</p> <p>First Grade Strategy: Utilize Effective Mathematics Teaching Practices with a PLC focus on establishing mathematics goals to focus learning.</p> <p>Second Grade Strategy: Utilize high yield instructional strategies to develop number sense, flexibility, and fluency alongside growth mindset.</p> <p>Third Grade Strategy: Teach students how to analyze word problems and to represent solutions in a variety of ways. Utilize manipulatives in instruction, teach students how to use reasonableness and teach students how to select strategies that work for them.</p> <p>Fourth Grade Strategy: Utilize data to differentiate and scaffold instruction in order to meet the needs of every student. Utilize independent student practice work and formative assessments to monitor student progress.</p> <p>Fifth Grade Strategy: Utilize data to differentiate and scaffold instruction in order to meet the needs of every student. Incorporate the Effective Mathematics Teaching Practices throughout lessons and intervention time. Focus on facilitating meaningful mathematical discourse for students to explain their reasoning during PLC meetings.</p>	
<p>Forest Lakes Elementary School applied for the opportunity to participate in the Mathematics Teacher Leader Institute and was selected to participate. Our team developed a plan for PLCs to work with a math coach to collaboratively plan 3 TQE lessons per unit, centered on rich math tasks. Progress toward goals will be shared regularly with the MTSS team, the leadership team, at faculty meetings and with parent/community groups.</p>	<p>MAP student growth data</p>

<p>Science Goal</p>	<p>Goal Manager: Karen Aspen</p>
<p>To increase proficiency in Science by 15% in each grade level, and to increase school proficiency to 76%, as measured by Florida science state assessment.</p>	
<p>Actions / Activities in Support of Science Goal</p>	<p>Evidence to Measure Success</p>
<p>Grade level PLCs, in collaboration with administrators, identified strategies and action plans for science, based on student trend data for their grade level, student trend data for their students this year, and their collective team levels of professional development and best practice usage. They will monitor student progress and provide necessary interventions</p>	<p>MAP student growth data</p>

<p>to ensure student success. The strategies identified at each grade level are:</p> <p>Kindergarten Strategy: Utilize PCSB kindergarten department science modules and lessons to plan lessons according to science benchmarks.</p> <p>First Grade Strategy: Establish routine practice of the 10-70-20 Instructional model for students.</p> <p>Second Grade Strategy: Establish routine practice of the 10-70-20 Instructional model for students.</p> <p>Third Grade Strategy: Increase hands-on activities and utilize the science lab with fidelity.</p> <p>Fourth Grade Strategy: Establish routine practice of the 10-70-20 Instructional model for students. This model consists of Setting the Purpose (10%), Core Science (70%), and Confirming the Learning (20%).</p> <p>Fifth Grade Strategy: Develop and implement a 5th grade standards review plan based on data from the 3rd/4th grade Review Diagnostic Assessment, with focused attention on students in subgroups.</p>	
<p>Progress toward goals will be shared regularly with the MTSS team, the leadership team, at faculty meetings and with parent/community groups.</p>	<p>MAP student growth data</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.

<p>Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)</p>	
<p>Goal Name: Healthy Schools</p>	<p>Goal Manager: Michael McHugh</p>
<p>Work toward Bronze Level recognition with the Alliance for a Healthier Generation.</p>	
<p>Actions / Activities in Support of Goal</p>	<p>Evidence to Measure Success</p>
<p>For 2017-18, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2017.</p> <p>Target for 2017-18, is to become eligible for national recognition in <u>6 out of 6</u> Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.</p>	<p>By April 1, 2018, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.</p>

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

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

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: Joann Ferra
To reduce achievement gap between black and non-black students by 20%.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
<p>Grade level PLCs, in collaboration with administrators, identified strategies and action plans for their black students, based on student trend data for their grade level, student trend data for their students this year, and their collective team levels of professional development and best practice usage. They will monitor student progress and provide necessary interventions to ensure student success. The strategies identified at each grade level are:</p> <p>Kindergarten Strategy: Implement effective intervention strategies based on progress monitoring and share data with families.</p> <p>First Grade Strategy: Implement culturally responsive instructional practices. Incorporate oral language and storytelling, cooperative and small group settings, music and</p>	<p>MAP student growth data</p>

<p>movement, explicit vocabulary instruction into lessons.</p> <p>Second Grade Strategy: Implement culturally responsive instructional practices in classrooms such as oral language and storytelling, cooperative and small group settings, music and movement, morning meetings, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans in order to increase the percentage of proficient students.</p> <p>Third Grade Strategy: Provide leveled readers and other educational materials to families for home use and meet with parents to show them how to use the materials and access online programs.</p> <p>Fourth Grade Strategy: Ensure that all black students participate in extended learning opportunities before, during and afterschool through recruitment and targeted resources.</p> <p>Fifth Grade Strategy: Implement effective intervention strategies based on the close monitoring of students with personalized learning plans. Incorporate Restorative Practice circles in classrooms to be culturally responsive and inclusive.</p>	
<p>Progress toward goals will be shared regularly with the MTSS team, the leadership team, at faculty meetings and with parent/community groups.</p>	<p>MAP student growth data</p>

<p>Subgroup Goal (ELL)</p>	<p>Goal Manager: Michael McHugh</p>
<p>To reduce achievement gap between ELL and non-ELL students by 20%.</p>	

<p>Actions / Activities in Support of ELL Goal</p>	<p>Evidence to Measure Success</p>
<p>Grade level PLCs, in collaboration with administrators, identified strategies and action plans for their ELL students, based on student trend data for their grade level, student trend data for their students this year, and their collective team levels of professional development and best practice usage. They will monitor success and provide necessary interventions to ensure student success. The strategies identified at each grade level are:</p> <p>Kindergarten Strategy: Plan with bilingual associate to implement effective intervention strategies based on monitoring and share data with families.</p> <p>First Grade Strategy: Focus on Academic Language, Literacy, and Vocabulary.</p>	<p>MAP student growth data</p>

<p>Second Grade Strategy: English language learners across all levels of language proficiency can access, fully engage with, and achieve rigorous grade-level academic content standards, while being supported in developing and using authentic language.</p> <p>Third Grade Strategy: Provide leveled readers and other educational materials to families for home use and meet with parents to show them how to use the materials and access online programs.</p> <p>Fourth Grade Strategy: Collaborate with the bilingual associate to provide instruction for English language learners based on current language proficiency levels and the WIDA Can Do Approach.</p> <p>Fifth Grade Strategy: Implement effective intervention strategies based on the close monitoring of students with personalized learning plans. Utilize the Road to Reclassification for data collection and monitoring. Incorporate Restorative Practice circles in classrooms to be culturally responsive and inclusive.</p>	
<p>Progress toward goals will be shared regularly with the MTSS team, the leadership team, at faculty meetings and with parent/community groups.</p>	<p>MAP student growth data</p>

<p>Subgroup Goal (ESE)</p>	<p>Goal Manager: Rachel Pages</p>
<p>To reduce achievement gap between ESE and non-ESE students by 20%.</p>	

<p>Actions / Activities in Support of ESE Goal</p>	<p>Evidence to Measure Success</p>
<p>Grade level PLCs, in collaboration with administrators, identified strategies and action plans for their ESE students, based on student trend data for their grade level, student trend data for their students this year, and their collective team levels of professional development and best practice usage. They will monitor success and provide necessary interventions to ensure student success. The strategies identified at each grade level are:</p> <p>Kindergarten Strategy: Collaborate with ESE case manager to provide differentiated, individualized or small group instruction and share data with families.</p> <p>First Grade Strategy: Provide differentiated, individualized or small-group instruction that is aligned to grade-level standards and IEPs.</p>	<p>MAP student growth data</p>

<p>Second Grade Strategy: Provide differentiated, individual or small-group instruction that is aligned to grade-level standards and IEPs.</p> <p>Third Grade Strategy: Provide leveled readers and other educational materials to families for home use and meet with parents to show them how to use the materials and access online programs.</p> <p>Fourth Grade Strategy: Provide differentiated, individualized instruction or small-group instruction that is aligned to grade level standards and Individualized Education Plans (IEPs). Utilize specialized curriculum (Seeing Stars for decoding, visualizing for comprehension).</p> <p>Fifth Grade Strategy: Provide differentiated, individualized or small-group instruction that is aligned to grade-level standards and IEP's. Implement guided reading strategies and focus on comprehension, using visualizing and verbalizing during intervention time.</p>	
<p>Progress toward goals will be shared regularly with the MTSS team, the leadership team, at faculty meetings and with parent/community groups.</p>	<p>MAP student growth data</p>

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

<p>Actions / Activities in Support of Goal</p>	<p>Evidence to Measure Success</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 Select	Grade Select	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)	0	0	12	5	25			42	7
Students with excessive absences / below 90 %	11	6	4	7	8			47	8
Students with excessive behavior / discipline**	3	0	0	0	2			7	1
Students with excessive course failures**	6	14	13	6	8			47	8
Students exhibiting two or more Early Warning indicators	0	0	0	2	6			8	1

*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 average rate of student absences by 2%.		
Actions / Activities in Support of Attendance Goal		Evidence to Measure Success
Social worker will contact and meet with parents to develop a systematic plan to improve attendance.		Attendance data

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
Reduce the discipline referrals for black students by 15% from 26.3% to 11.3%.		
Actions / Activities in Support of Discipline Goal		Evidence to Measure Success
Students receiving excessive referrals will be assigned a mentor.		Referral data
Students with excessive referrals will be placed on a tier 2 behavior plan.		Referral data

Discipline Goal – Other (as needed) Please ensure that your goal is written as a SMART goal.	
Specify	
Reduce the number of total discipline referrals per student by 2% from 5.3% to 1.3%.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Students receiving excessive referrals will be assigned a mentor.	Referral Data
Students with excessive referrals will be placed on a tier 2 behavior plan.	Referral Data

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.

Running records, FSA, SAT 10, MAP, Istation

Early Intervention / Extended Learning Goal Please ensure that your goal is written as a SMART goal.
Goal: Identify students that are not meeting grade level expectations on MAP and remediate them through the extended learning program in order to ensure that students are meeting grade-level expectations by the end of the 2017/2018 school year.

Actions / Activities in Support of Goal	Evidence to Measure Success
Identify students not meeting grade level expectations and place in academic intervention program in a timely manner.	MAP
Monitor students using benchmark data to allow opportunity for students meeting expectations to be exited from the program to allow for new students in need to be placed in program	Benchmark Data

 ~~Section 3~~ Required Items / Resources

 Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	41	% with advanced degrees	45.7
% receiving effective rating or higher	100	% first-year teachers	2
% highly qualified (HQT)*	100	% with 1-5 years of experience	10
% certified in-field**	100	% with 6-14 years of experience	15
% ESOL endorsed	62.9	% with 15 or more years of experience	73

*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 will continue to provide professional development which will keep our school high performing. This professional development provides opportunities for growth and creates an environment which helps to retain highly qualified teachers. We will seek to increase the number of black and Hispanic teachers when we have the opportunity to hire teachers.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Heidi	Meunger	White	Parent
Isabel	Nguyen	Asian	Parent
Debbie	Petty	White	Parent
Allison	Eaddy	Black	Parent
Tracy	Trenck	White	Parent
Raquel	Cruz	Hispanic	Parent
Beth	Sledd	White	Parent
Nisida	Leopardi	Hispanic	Parent
Almid	Santiago	Hispanic	Parent
Chad	Haggart	White	Business/Community
Ellen	Lattanzio	White	Teacher
Marie	Nadig	White	Teacher
Kim	Kennelly	White	Teacher
Karen	Gums	White	Teacher
Heather	Sinos	White	Teacher
Susan	Kypriotakis	White	Teacher
Joann	Ferra	White	Other Instructional Employee
Amy	Rossi	White	Support Employee
Karen	Aspen	White	Principal
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

		Select	
		Select	
		Select	
		Select	

SAC Compliance

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

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

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

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

Tuesdays at 10:00 am biweekly



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.

Professional development, TDEs, and instructional materials-amounts to be determined.

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