School Improvement Plan
2017-18

Frontier Elementary

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

Vision and Direction

School Profile

Principal: Tracie Bergman	SAC Chair: Dr. Anna Tsabmis

School Vision	100% student success

School Mission	The staff at Frontier Elementary School, in a supportive, trusting, and respectful environment, will work together with enthusiasm and camaraderie. We will endeavor to encourage parent and community involvement and strive for highest academic achievement for each student.

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
608	3.9%	11.2%	33.2%	6.4%	45.2%	0%

School Grade	2017: B	2016: C	2015: C	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	54	47	68	58	47	48						
Learning Gains All	59	52	73	67								
Learning Gains L25%	53	44	67	55								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Tracie	Bergman	FT	4-10 years
Assistant Principal	James	Pribble	FT	1-3 years
Literacy Coach	Dolores	Hudson	PT	20+ years
Math Coach	Francine	Neugebauer	PT	Less than 1 year
5th Grade Teacher	Jennifer	Shuman	FT	11-20 years
4th Grade Teacher	Theresa	Holland	FT	20+ years
3rd Grade Teacher	Amanda	Campbell	FT	4-10 years
2nd Grade Teacher	Patty	Williams	FT	20+ years
1st Grade Teacher	Debbie	Hofstetter	FT	20+ years
K Teacher	Regan	Stevens	FT	4-10 years
HPO	Chris	Humes	FT	1-3 years
Secretary	Anita	Herman	FT	4-10 years

Café Manager	Craig		Hajdich	FT	1-3 years
Total Instructional Staff:	**10**		**Total Support Staff:**	**3**	

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).

School wide expectations (GFS) have been established. They are Be safe, Be tolerant, Be an active learner, Be respectful, Be responsible. A reward system using panther bucks has been put into place school wide to ensure that students demonstrating the expectations are recognized. A menu of rewards is available based on student need, some being tangible and others being more intrinsic or relating to time spent with adults. The expectations are positively stated and visibly posted around the school. Classroom rules as well as rules for common areas are linked to these expectations. A behavior matrix is created to outline expectations in common areas around the school. Rules are developed for specific settings, such as the PE court, lunchroom and playground. Major and minor behaviors are defined and relate to the referral/incident reporting process.

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?

We will begin the school year with an entire staff training on our PBS system, ensuring that common language is in place across the school. Once per month, the guidance counselor will send out booster shot lessons revolving around our GFS that staff can use to reinforce behavior expectations. A specific amount of panther bucks will be distributed each month to staff and will be accessible to all staff members in the teacher work room. Minor/major incident and behavior explanations will be available to staff members, as well as a suggested menu of appropriate responses. Rules in classrooms will be developed from the GFS and must be posted. Fidelity checks to determine GFS student and staff understanding will also take place. In addition, teachers each create, submit and with approval from administration, their own behavior management plans that focus on both rewards and consequences. STOIC walk throughs and Tier 1 fidelity checks will be conducted to ensure compliance, student understanding and staff use of the 5:1 positive ratio. The discipline committee will also continue to meet monthly to review data, seek ongoing feedback from staff, and adjust as necessary to ensure a decrease in our discipline 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.

All students participate in our PBIS consisting of our guidelines to success, panther buck reward system and school wide expectations across common areas. Teachers are trained each year in our PBIS system and they then teach the students each guideline for success and reward as students demonstrate it. There are clear expectations in all common areas including the cafeteria, car circle, PE court and hallways. This helps students know exactly what is expected where. This year, all classroom teachers were trained in Restorative Practices, and they are using circles daily with their students to help build community and strengthen student-student and teacher-student relationships. Our school also celebrates the Commitment to Character traits each month, and a student is rewarded from each classroom for displaying this trait. Continuous education on the C2C traits is provided to students via our morning announcements. All

students receive core instruction in all areas at their grade level and participate in our progress monitoring of the core instruction. Professional development is provided throughout the year by both administration and our academic coaches. Data for both discipline and academics is collected through observational data (walk throughs), referral and incident reporting data and assessment data in the classrooms.

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?

We use the problem-solving process. We begin with an observation of the student in the classroom. We look for positive to negative ratios, consistency with the schoolwide and classroom behavior plan, and try to determine any triggers to the behavior. We then meet with the teacher and parent to summarize the observation and receive additional insight into the student. An interest survey is conducted with the student, and a behavior plan focusing on positive behavior reinforcements is implemented and monitored. A student may be connected with an additional adult at school (mentor, role models/girlfriends) to receive additional positive reinforcement and student services support as indicated. Student behavior data is collected and the plan is continually updated, intensified or decreased depending upon student need.

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).

Both incident data and referral data are monitored to determine overall if the PBS system is working. In addition, the Tier 1 fidelity checks and observations of 5:1 rations and distribution of panther bucks are monitored to ensure the system is being implemented. School profiles data is used to monitor our disparity data as well as the number of overall referrals and suspensions. We also look at location of the referrals/incidents to determine if it is classroom or common areas. If the data shows disparities or high levels of referrals/incidents, input from the committee is sought and tweaks are made. SBLT looks at data once or twice per month and individual teachers who have high numbers of referrals are also invited to participate to receive supports for students and overall classroom management.

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?

Through professional development, embedded coaching and PLC conversations, our administrators and leadership team ensure that high expectations are in place for all students. Learning opportunities are collaboratively planned, and emphasis is placed on DQ 2 and 3, utilizing high yield strategies from Marzano. This means that classrooms include less teacher talk and instead students are engaged in rigorous, standards aligned tasks. Through conversation and writing, students have an opportunity to demonstrate their understanding. Teachers provide feedback to students to help them continuously improve, and students also rate themselves in relation to the learning target/scale. This is monitored through walkthroughs with feedback using iobservation. Learning is also monitored through ongoing progress monitoring, and action plans are developed with teachers to support students during data chats.

🟢 **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?	
Decrease the number of incident reports written by teachers from 100 to 50 through the implementation of our Tier 1 PBIS program and implementation of restorative practices/circles.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Teachers will receive training in both PBS and restorative practices. The PBS training will focus on our schoolwide behavior plan including our panther buck system, our levels of misbehavior, and guidelines for success. Additional PD will be provided in restorative practices, which will include information on the different types of circles, re-entry processes back to the classroom and the levels of control and support required in classrooms.	Nancy Brodosi, Tracie Bergman, Jen Shuman, Amanda Campbell, Kelli Talner, James Pribble

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.

Increase student achievement of Black students to at least 70% in all subject areas and continue to maintain a lack of discipline disparity between Black and Non-Black students. Decrease the discipline disparity in Hispanic students from having 66% of referrals come from that subgroup to only 33%.

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Provide PD in how to be a Culturally Responsive Teacher based upon the AVID conference this summer and Restorative Practices training to ensure that all teachers have the skill set to build relationships with students, give all students a voice and match instruction to student needs. Monitor this through walk throughs.	Tracie Bergman, Nancy Brodosi, James Pribble

Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.

Decrease the number of students absent from school from 10% or more 5%.

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Conduct bimonthly child study teams, including all required members, that address students that have missed 10% or more of school and look for trends of why students are not attending. Utilize attendance codes on Focus. Complete a PSW for attendance quarterly to assist with problem solving to determine the most common reason/barrier students miss school.	Tracie Bergman, Nancy Brodosi, Alma Taylor, Mr. Moran

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?

This past year our school focused on aligning all instruction to the standards. This meant first building teacher knowledge of the standards by studying them across grade levels. This also meant focusing on the verb of the standards to ensure that the student action/task in relation to the standard was at the correct level of rigor. We provided PD on the Marzano taxonomy and teachers looked at different tasks to determine if they were written at the correct taxonomy level and to see if they were a match to the standards. In after school PD, teachers collaboratively worked through the backwards design model in planning their literacy units. Teachers reviewed and unpacked standards, wrote tasks and selected materials in accordance. Another focus of this year that was successful was the creation and implementation of our OPM assessments. Given as pre/post tests, teachers interpreted the standards in comparison to the test specs (when available) and wrote interim assessment items in accordance. This also helped teachers

measure student performance and track standards needing additional instruction. The data used to measure this success is the comparison between pre/post data, showing student growth during instruction aligned to the standards. Another data piece showing success is the overall ratings on element #6, Critical Content, on the Marzano tool. Learning targets matched the language and taxonomy level of the standard. PLC's and resulting lesson plans as well as teacher created exit tickets also showed that instruction was aligned to the standards across all subject areas.

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?

One area for improvement aligns to better using data to drive instruction. While we had the interim assessments and looked at results, the assessments were not always used as a planning tool in advance to ensure that instruction matched the rigor of the assessment. Also, some grade levels did not look at student work as often as others to make sure their students were progressing at the same rate, meaning there was some missed opportunity for rich discussion/collaboration around the lessons, next steps and learning targets. Another area for improvement is connected to student engagement and the creation of student centered classrooms. Based on the ISM data and school based walk through data, classrooms were more teacher centered, with students talking in partnerships or by raising their hands, as opposed to them analyzing, exploring or discovering. The gradual release model was in effect in most instances, which meant teachers were doing a lot of the work, even when not presenting new content. This approach prohibited students from deepening their understanding. The final area for improvement is to continually make sure that the end task for students in a unit is truly at the right taxonomy level and that students are the ones completing this task with limited support from the teacher. This means that lessons during the course of the unit need to be scaffolded or differentiated so that all students can reach the end goal. It also means that the entry level of teaching a standard must be correct. Teachers cannot assume that students have zero skills and start at the recall or identification level, but rather need to build better learning progressions to get to the higher levels of rigor called for by the standard.

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 begin the year with data of the students on their class list and meet with administrators to talk about their classes and develop an overall plan to get to know their students and determine priorities. We then create interim assessment calendars (OPM calendars) by ELA standard and math standard. This ensures that teachers know the scope and sequence of instruction and the timeline provided to teach each standard in accordance with the district curriculum guides and the test specs. Teachers administer these assessments as a pre/post and reteach during their intervention blocks as needed. They enter their data into an online spreadsheet. This data is shared/discussed in PLCs and in quarterly data chats between teachers and administrators. During these data chats, we look at standards that require whole class re-teaching, small group re-teaching, or more practice time. In addition, we determine which standards our ELP students would benefit from seeing again during their afterschool tutoring. This year we will be using a standards tracking form to keep track of the individual students and where they are in relation to mastery of the standards. This information can then be used to help teachers plan appropriate questions during whole/small group instruction. We will also be utilizing learning boards in most grade levels, meaning that the scale will be broken down in to To Do, Doing and Done, and students will be able to see how their learning progresses through the end of a unit and where they are in relation to that end task.

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).

Being a Title One school, Frontier is able to provide supports to students in k-2 through our hourly teachers. These hourly teachers work with students to bump up their running record scores through the use of LLI and

JRGR. This also means that the classroom teacher has the opportunity to provide much needed intervention to the most struggling students in the class. In grades 3-5, students are provided differentiated instruction in reading and math based upon their scores on the interim assessments. We also support students in grades 3-5 through our after school Extended Learning Program, where students receive both remediation and additional practice opportunities in math, ELA and science. Our ELL students who demonstrate the most need are clustered into a co-teach model classroom with an ELL teacher and a gen ed. teacher so that appropriate accommodations and scaffolds can be provided. Our ESE students are also clustered so that their needs and IEP goals can be met. Middle School information is provided to all 5th grade students at a parent night by our fifth grade teachers. Students also have the opportunity to attend the various middle school discovery nights to determine which program if applicable will best meet their needs. Students are recommended for advanced classes based on test scores, and information about this is communicated to parents by the guidance counselor. Students that are over aged or struggling in academics/motivation are also referred to the Intermediate school for additional supports. Teachers from the middle school have visited our school to meet with students and students are encouraged to attend Summer Bridge at their middle school site. For kindergarten transition, we host an annual Kindergarten Round Up in January, inviting all future kindergarten students at neighboring preschools to meet the teachers, learn about kindergarten curriculum, and tour the school. These future students also receive Kindergarten Counts kits from the JWB. This year, we are also adding AVID strategies to our classroom routines, which will help prepare students for middle school and beyond.

⬢ 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?	
One goal is to increase and fine tune how we use data to drive instruction. While we have various interim/formative assessments in place and used the standards and test specs to create them, we need to be more consistent in reviewing the items on the assessment both prior to and after giving it so that specific parts of the standard can be readdressed during collaborative planning. Training based upon the book Driven by Data will be provided to all staff and PLC agendas will be written to provide time for this data analysis to occur. Administrators and teachers will also meet 2-3 times per year to review data and create action plans to support student achievement.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Interim data will be monitored and discussed at SBLT, PLC's and in data chats. Lesson plans and action steps will be monitored through walk throughs.	Tracie Bergman, James Pribble, Dolores Hudson, Fran Neugebauer
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?	
Another goal is to increase the use of student centered strategies in our classrooms school wide. Our school attended the AVID training, which helped build our knowledge in collaborative structures as part of WICOR and in Culturally Responsive Teaching. We will also be integrating sequential and non-sequential circles into our classrooms. Other strategies we plan to incorporate include text talks, talk moves, the 6M's, error analysis and various group strategies as related to the elements in Marzano's DQ#3.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Walk through data, using the iobservation tool, will be used to monitor the use of student centered strategies school wide, especially in relation to	Tracie Bergman, James Pribble, Dolores Hudson, Fran Neugebauer

DQ#3. Lesson plans will be monitored to ensure these strategies are purposeful and relevant.	

Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	

The third major goal is to increase the rigor in the classrooms and ensure that tasks are written at the appropriate taxonomy level. Previous PD was provided in backwards design and unpacking standards, so the next step is to focus on matching end tasks with the verbs in the standard to make sure the students are doing the work at the right level. This work will occur during PD/planning sessions and will also be a part of our curriculum training school wide.

How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
This will be monitored by marking Iobservation elements 1 and 6 during walk throughs. Interim data will also be reviewed to make sure students are reaching higher levels of rigor to master the standards.	Tracie Bergman, James Pribble, Dolores Hudson, Fran Neugebauer

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.

Based upon the staff accreditation survey results, one area for improvement is in building trust and understanding between all staff members. By restructuring our PLC's and hold all staff accountable for both lesson planning and data analysis, they can see each other as valued members of their grade level teams. Another area for growth is to have teachers learn and grow from each other by observing themselves in action. We want to increase opportunities for teachers to observe best practices that are already evident across our school. This will not only provide a chance for teachers to learn and grow from each other but will also celebrate some of the great things going on at the school and in the classrooms.

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.

The collaboration schedule includes time for teachers to meet weekly with either the literacy or math coach to review data, discuss lesson plans, and ensure that tasks are at the right level of rigor. Administrators also attend these PLC's to be a part of the discussion and set/clarify expectations. Data is discussed first at SBLT, then with teacher by grade level at PLC's. Data chats are conducted between teachers and administrators and are connected to the instructional observation in the classroom. Data is analyzed at the classroom level, and then for those students significantly behind, appropriate interventions are put into place and monitored.

⬡ 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?

One focus for PD has been on the Marzano elements. Throughout the year, teachers received training on elements 1,2 and 6. We then shifted to looking at tasks in mathematics and determining their taxonomy level. We looked at the difference between difficulty and rigor. We studied videos of teachers and used the Marzano tool to rate them in accordance with the scale. We also studied the elements in DQ 2 and 3 and shared ideas and examples of what each could look like in action. We then took a sample lesson which was written as a more teacher directed lesson and worked to make it more student centered. In addition, training was provided on the Backwards Design model. Teachers in attendance learned how to unpack their standards and plan with the end in mind. From there they also learned how to create learning boards and build their learning progressions. There has been evidence of implementation of these strategies in the classrooms as measured by the Marzano ratings. Teachers tried things like conversation circles, error analysis and debates to encourage students to talk more and collaborate with each other. They also studied their standards and were more aware of these as they planned. There was more evidence of students elaborating on their responses and more opportunity for students to draw their own conclusions regarding content as opposed to being told what to do. Next steps include providing an in-depth study on elements 15, 17, 18 and 20 on the Marzano framework. The AVID training included some strategies that could be used to organize students for learning, as did the restorative practice training. The goal will be to take these elements and make connections to planning and the standards. Another next step will be to continue to look at the standards alongside of the Marzano taxonomy to ensure teachers have a strong understanding of the word rigor and are comfortable to evaluate their own lessons plans.

Provide a list of the key professional development opportunities that you have planned as part of your school's sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Restorative Practices	Summer, Preschool, October and March	All instructional staff	Implement Restorative Practices school wide by starting with daily circles in every classroom Build relationships with and between students Solve problems with a calm approach using conversation and affirmative statements Understand the importance of both control and support in a restorative classroom
AVID	June 2017 Ongoing through the school year	Classroom teachers, coaches	Eliminate the achievement gap using culturally responsive strategies Build a college/career ready focus school wide Utilize collaborative talk structures in classrooms across content areas

Thinking Maps	July 2017 Ongoing through the school year	ESOL cluster teachers, bilingual assistants, Title One Hourly teachers, Coaches, classroom teachers	Visual strategies to help students read and understand complex text
Data Driven Instruction	August 2017	Classroom Teachers	Build understanding of OPM, PLC's and rigor
Marzano DQ 3 strategies	Ongoing through the school year	Instructional staff, coaches	Build understanding of strategies to help students deepen their knowledge of content in a collaborative manner

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).

This year we have streamlined events and built upon our work with Dr. Mapp to make sure they are truly linked to learning.   Our committee continued to meet during the last school year to evaluate events and review survey data from both staff and families to develop our family engagement plan for this coming school year. Our focus this coming year is on bridging the gap between home and classroom by inviting parents into the classrooms multiple times during the year. Our 1st event is our Meet and Greet, prior to the start of school, where families can come in, find the classroom, meet the teacher and finalize any transportation and registration needs before the first day of school. Our next event is Back to School Night, to be held in August, where families will receive pertinent information regarding grade level standards, Title One benefits, assessments, HW and the overall classroom and schoolwide routines. The third event will be in January, when families will be invited into the classrooms to learn a specific strategy and practice with their children. This strategy may be a math strategy such as the area model for multiplication or a reading strategy such as conferring. Our final event will be in May, and will be our 2nd

annual Celebration of Learning. Parents and their children will participate in student led conferences and see growth of the students. We will also host a math night at our community partner, Tri City Publix, to involve both parents and students in real world math problem solving. In addition, our PTA will continue their efforts to reach out to families and get them involved in school wide community building.

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.

By bringing parents into the classrooms on a regular basis to update them on student progress and sharing strategies, it is our hope that our families build their comfort levels with what their children do at school each day and develop skills to support students at home. This year, with our school in the planning phases for AVID, our goal is to develop the collaborative atmosphere needed to support students to be college/career ready. Each time families are invited on campus, the status of the school, class, and individual child will be shared so that parents have a better understanding of our school, goals and how they fit into the big picture. Events planned will all include a link for learning where families can learn new tips or tools to support their child's learning at home, practice new skills or strategies to support learning and share knowledge about their child with the teachers to help them better support their child.

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.
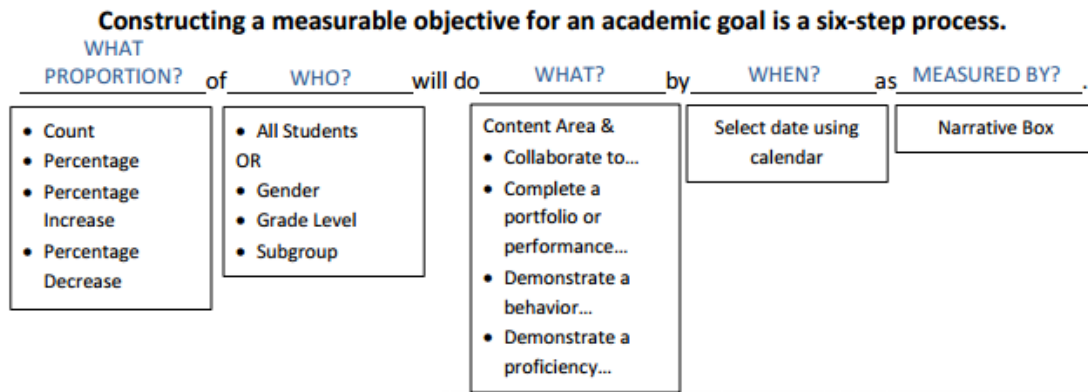
🟠 Family Engagement / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
The primary goal is to improve our parent engagement events to make sure our parents receive pertinent information on grade level standards and expectations, assessments and individual student data as well as strategies to support their students at home. This will be measured by both attendance and parent survey data.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Limiting events to primarily those that link to learning, inviting parents into classrooms and connecting everything we do to our overall vision of 100% student success.	Parent Engagement Committee

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: The goal is to host at least 2 parent events at the neighborhood community center, and reach out to at least 5 businesses that will agree to partner with our school.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Visibility in the community is one key strategy we will use to market our school and partner with the local business and get involved in the local neighborhoods.	Parent Engagement Committee
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

⬡ {Section 2} – Targeted School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.

WHAT PROPORTION? _of_ WHO? _will do_ WHAT? _by_ WHEN? _as_ MEASURED BY? _._

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

SMART GOALS: Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

ELA / Reading Goal	Goal Manager: Dolores Hudson
We will increase the number of students scoring proficient on the ELA FSA assessment from 54% to 70%, as well as increase the learning gains of all students, in particular those of the lowest 25% from 53% up to 70%.	
Actions / Activities in Support of ELA Goal	**Evidence to Measure Success**
* Teachers collaboratively plan for lessons aligned to standards using the BD model, focusing on the end	Pre/Post test data in grades 3-5 from assessments aligned to test specs

task. Lessons are developed with biweekly support of the coach and include opportunities for students to regularly read and write in response to grade level text. Attention is paid to the taxonomy of the standard and teachers provide opportunities for students to examine errors in reasoning, classify, categorize and evaluate claims, examine similarities and differences, across texts and analyze a variety of texts across genres. Teachers include opportunity for students to read independently and/or write independently with teacher conferring and monitoring during the ELA block to help build stamina. Teachers can then provide students with actionable feedback related to the standards. *Teachers utilize a variety of formative assessments including OPM, RR, istation, writing samples, TDQs and exit tickets to measure student progress towards the standards. Standards based assessments are analyzed in PLC's and are used to plan for reteach and/or intervention. Primary teachers (k-2) will utilize JRGR during intervention blocks and intermediate teachers will utilize the OPM assessments to teach standards, question stems and close reading strategies. Grades 1-5 will administer OPM assessments as pre/post assessments to determine growth and impact of instruction. *Teachers will provide students opportunities to collaborate and deepen their thinking and understanding of complex text. Strategies such as text talks, oral storytelling, circles, peer revision/editing, thinking maps, quick writes and debate will be utilized to help increase student engagement and decrease teacher talk during the reading block. *Academic language will be explicitly taught daily utilizing district resources and the test specs. Word walls will be evident and will cross all subject areas. Sentence frames will be used to support low language students in reading, writing, speaking and listening, and students will have multiple opportunities to use these Tier II academic words. *Professional development is provided by the ELA coach in creating rigorous tasks, using text sets and TDQs and using visual models (ie Thinking Maps) to represent key ideas in text. Additional PD will also be provided on collaborative structures, and the integration of strategies to support DQ 3 of Marzano.	Increase in running record levels for grades k-2 Walk throughs using iobservation documenting an increased number of applying ratings in DQ 3 MAP scores matching the OPM data and mirroring our goal of 70% proficiency Conferring notes from teachers documenting increased levels of students' reading, as well evidence of students' applying taught strategies/skills Formative Assessment data through the modules will show an increase of students completing grade level appropriate work throughout the year. Professional Development sign ins and teacher DPP practice plan updates. Review of guided reading plans/notes and fidelity checks, and review of lesson plans to ensure match to standards and opportunities for students centered activities

Mathematics Goal	Goal Manager: Fran Neugebauer
We will increase the number of students scoring proficient on the Math FSA assessment from 68% to 80%, as well as increase the learning gains of all students, in particular those of the lowest 25% from 67% to 80%.	

Actions / Activities in Support of Math Goal	Evidence to Measure Success
*Teachers utilize the resources on the Elearning site by the elementary math department to effectively and collaboratively plan rigorous core lessons aligned to standards with support from the math coach on a biweekly basis. *Teachers continuously use a variety of formative assessments including standards based OPM assessments, MFAS tasks, and exit tickets to determine how students are progressing in relation to the standards. Data is analyzed in PLCs and is used to plan for re-teaching and/or the intervention block. *Teachers integrate opportunities for student conversation during the math block including use of manipulatives, talk moves, circles, error analysis, whole group ST Math lessons, number talks, and sharing of journals to increase student engagement and to develop students' conceptual understanding of math concepts. *PD is provided by the math coach on the selection of rigorous math tasks and effective planning using BD. Additional embedded support will be provided on the use of the Before, During, After instructional model. *Teachers have a strong understanding of their grade level standards, including taxonomy levels and design lessons that allow students opportunities to classify, categorize, examine errors in reasoning, and adjust their thinking used on learning experiences.	Review of lesson plans and intervention plans/fidelity checks OPM data (pre/post) and other formative assessments Walk throughs using iobservation documenting an increased number of applying ratings in DQ 3 Professional Development sign ins and teacher DPP practice plan updates. STMath Data Review of student work on MFAS tasks, journals, exit tickets MAP scores matching the OPM data and mirroring our goal of 80% proficiency Learning Scale/teacher checklist data on monitoring students during instruction

Science Goal	Goal Manager: Tracie Bergman/James Pribble
We will increase the number of students scoring proficient on the Science SSA from 47% to 60%.	

Actions / Activities in Support of Science Goal	Evidence to Measure Success
*Teachers adhere to science lab schedule, implementing investigations and completing all pre/post assessments. *Teachers school wide will implement the 10-70-20 routine. Daily reflections, use of the success criteria, and the 5Es/SLAGs will all be utilized as resources to increase student engagement during the science block and ensure the lessons are reaching the rigor of the standards. These daily will reflections can be used as formative assessments, as can the initial probes and conversations. *Literature will be integrated into all science blocks, with a focus on academic language, building of background knowledge, and conversations. Key vocabulary can be determined by looking at data from the unit assessments, lab assessments and diagnostic assessment to best plan lessons	Monitor lab schedule adherence and pre/post data after each 6 week cycle Pre and Post Assessments from the SLAG questions, Science common assessments and 5th grade state assessment. Review science journals and track progress from the student reflections. Walk through data for fidelity of science instruction.

during the academic gaming weeks built into the science timelines. *The nature of science standards will be integrated into each of the 3 units-life, earth and physical science, through the use of mini experiments, demonstrations and hands on experiences. A science fair will be held at the end of the school year. *Fifth grade will administer the diagnostic assessment in August, analyze the data and develop a reteach plan for 3rd/4th grade benchmarks using Boast, Think Central Resources and other resources. Grades 3-5 will use the 5 questions in the SLAG as a pre/post assessment for each unit and identify needs and trends based upon this data.	

⬡ **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:** James Pribble
Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
In 2016-17, school was eligible for national recognition in <u>0 out of 6</u> Alliance for a Healthier Generation's Healthy Schools Program Assessment modules. 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 2016. Target for 2017-18, is to become eligible for national recognition in <u>1 out of 6</u> Alliance for a Healthier Generation's Healthy School Program Assessment Modules.	By April 1, 2018, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	**Goal Manager:**
Place goal statement here.	
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:** Tracie Bergman

Increase the percentage of Black students reaching FSA proficiency from 57% in ELA to 70%, from 65% in math to 80%, and from 27% in science to 50%.

Actions / Activities in Support of Black Goal	**Evidence to Measure Success**
*Provide targeted professional development and embedded coaching to teachers on culturally responsive teaching strategies aligned to AVID and Restorative Practices to increase student engagement and student proficiency. *Implement culturally responsive teaching practices in classrooms such as oral storytelling, circles, music, movement, cooperative grouping and explicit vocabulary. *Utilize early warning data to develop appropriate intervention plans for black students not meeting expectations. Ensure these students attend extended learning and summer bridge and have a laptop for homework with the Connect to Success program. *Encourage black students' participation enrichment opportunities such as talented and STEM. *Allocate financial resources to increase the amount of culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement.	Walk through data to show engagement strategies and CRT. Administrators and coaches to provide feedback specific to this area MAP and OPM data to show student growth towards proficiency in all standards Attendance records at ELP Connect to Success data base and data from Istation and STmath home usage reports Review of gifted testing, talented and STEM attendance lists

Subgroup Goal (ELL)	**Goal Manager:** Tracie Bergman

Increase the percentage of ELL students reaching FSA proficiency from 15% in ELA to 50%, from 42% in math to 50%, and from 11% in science to 25%.

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

*Teachers model academic language and through the use of sentence frames and scaffolded activities expect ELL's to respond and communicate their own thinking using the same language. Teachers explicitly teach and develop the language of the content areas and expect ELL participation in meaningful activities that require interaction with others and use of complex language.	Walk throughs with feedback aligned directly to ELL instruction and review of ELL teacher lesson plans

Attendance records at ELP |
*Utilize early warning data to develop appropriate intervention plans for ELL students not meeting expectations. Ensure these students attend extended learning and summer bridge and have a laptop for homework with the Connect to Success program.	Connect to Success data base and data from Istation and STmath home usage reports
*Encourage ELL students' participation in enrichment opportunities such as talented and STEM.	Review of gifted testing, talented and STEM attendance lists
*ESOL and classroom teachers collaborate and co-plan to bridge grade level work with development in and use of academic language throughout the day. Support this work with the UCF partnership and co teach model of the ELL program in grades 2-5.	Coach logs and debrief sessions with UCF Attendance records at PD sessions
*Provide PD on the can do descriptors and monitor the use of the can do name charts in relation to the scaffolds and accommodations provided during instruction, providing feedback when necessary.	Review of Can Do name chart during data chats with teachers
*Provide PD to build capacity of teachers to plan effective, engaging lessons (ie Thinking Maps) that support the language needs of ELL's and advance their learning of language across the curriculum.	MAP and OPM data to show student growth towards proficiency in all standards

Subgroup Goal (ESE)	Goal Manager: Anna Tsambis
Increase the percentage of ESE students reaching FSA proficiency from 35% in ELA to 50%, from 49% in math to 60% and from 14% in science to 30%.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
*Plan intentionally for specially designed instruction to address IEP goals and grade level standards. Use evidence based strategies to teach foundational literacy and math skills to help students access grade level work.	Review of ESE lesson plans in comparison to IEP
*Provide differentiated individualized and/or small group instruction aligned to grade level standards and break down complex instructions and skills for students. Use visual supports and prompts to support students through transitions and longer tasks.	MAP and OPM data to show student growth towards proficiency in all standards

Walk throughs with feedback to support instruction |

*Collect data and monitor progress towards IEP goals and ensure collaboration between ESE and gen ed teachers to best support students. Gradually reduce ESE supports to foster student independence.	

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	**Grade**	**Grade**	**Grade**	**Grade**	**Grade**	**Grade**	**Grade**	**School Totals**

(Number of students by grade level)	1st	2nd	3rd	4th	5th	Select	Select	#	%*
Students scoring at FSA Level 1 (ELA or Math)	N/A	N/A	5	22	24			51	8%
Students with excessive absences / below 90 %	22	16	12	15	18			83	13%
Students with excessive behavior / discipline**	0	0	0	0	0			0	0%
Students with excessive course failures**	0	25	31	32	23			111	18%
Students exhibiting two or more Early Warning indicators	0	0	0	0	4			4	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.
Improve the overall attendance rate to 96% from 94.5%, in particular focusing on students who miss more than 10% of the school days and improving that rate from 17% to 14% and on students who miss more than 20% of the school days and improving that rate from 3% to 0%.	
Actions / Activities in Support of Attendance Goal	**Evidence to Measure Success**
1. Establish strict criteria for interventions and processes families struggle with attendance-5 days= letter, 10= conference with parent, 15=letter to TIPS. 2. Set up times for home visits conducted by the guidance counselor and administration/SW to visit with families to discuss attendance and importance of school. 3. Work with JWB partnership/navigator to identify families that need supports to get their children to school on time or on a regular basis. 4. Utilize the Y as a partner to ensure all families have access to before/after care for children to increase attendance. 5. Members of the child study team to be visible at the car circle/front office to motivate and discuss attendance issues with families as they occur. 6. Target students with attendance concerns for student leadership groups such as Role Models and Girlfriends	PBS fidelity checks CST attendance data Biweekly meetings with the JWB navigator Monitor Targeted student attendance data and look for improvements

7. Implement PBS system with fidelity to continue to motivate students as well as keep them engaged in learning.	

⬡ **EWS - Discipline**

Discipline Goal	Please ensure that your goal is written as a SMART goal.
Decrease the number of students with incident reports (level 2 misbehavior) from 100 students to 50 students by improving classroom culture school wide.	
Actions / Activities in Support of Discipline Goal	**Evidence to Measure Success**
*Take the first 10 days of school to get to know students through culture building activities, creation of classroom mission statements, classroom rules, and daily circles. *Teach explicit lessons to students on conversations, social skills, and building on someone else's thinking to encourage risk free conversations about issues and content. Utilize lessons provided during AVID training to support a culturally responsive classroom. *Create classroom environments at the start of the year by thinking about what is on the classroom and school walls, and what the classroom really feels like to the students. *Celebrate student success more through school wide communication, data walls/binders and our PBIS system. *Provide PD on increasing student engagement and rigor in the classroom and supporting students through appropriate scaffolds so that they can feel successful. *Provide PD on the PBIS behavior plan specifically on the levels of misbehavior. *Connect students still struggling with an adult mentor at the school as a part of a check and connect program	Walk through data with feedback Lesson Plan review on culture building, use of circles, and levels of rigor Staff and student survey data Discipline referral and incident report data

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.

We have 60 students in 4th-5th grades that we would like to service in ELP for Reading and/or math and 15 5th graders for science. This data is based upon our FSA data. In addition, based upon SAT 10 scores, we have 38 students in 3rd grade that need additional support in ELA and 15 students that need additional support in Math. This gives us a total of 128 students that we would like to service for ELP. Our goal is to focus on using the lessons in istation, nonfiction news magazines, and guided reading as a program for reading, Fusion online lessons for science and intervention materials to promote math fluency and exemplar lessons and/or MFAS tasks for math.

Early Intervention / Extended Learning Goal	Please ensure that your goal is written as a SMART goal.

One hundred ten students will be served through our ELP program based on data for remediation in reading and of those students at least 60% will make a gain as measured by the FSA. In addition, 88 students will be serviced through our enrichment program and at least 60% of those will make a gain in math and/or science as measured by the FSA, SSA and common assessment scores.

Actions / Activities in Support of Goal	**Evidence to Measure Success**
1. Create a rotation schedule for ELP using istation, STMath, small group instruction and nonfiction reading that includes conferring.	Istation data from month to month, STMath data, Tier 1 OPM data and MAP data
2. Assign students to tutoring groups based on their SAT 10 scores, FSA scores, classroom performance and MAP scores.	ELP walk through data
3. Target students from SWD, ELL and AA subgroups based on FSA and SAT 10 scores to attend ELP. Call parent and personally invite them to attend. Look at attendance data as well when targeting students.	ELP attendance data
4. Utilize Connect To Success for laptops as a way to encourage extended learning if students are unable to attend ELP program.	

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	51	% with advanced degrees	33
% receiving effective rating or higher	92	% first-year teachers	2
% highly qualified (HQT)*	100	% with 1-5 years of experience	24
% certified in-field**	98	% with 6-14 years of experience	33
% ESOL endorsed	84	% with 15 or more years of experience	41

*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.

I follow the district hiring process and post positions for a minimum of 2 days. I review all certifications, educational backgrounds and references when I screen applicants, and interview those that are highly qualified for the position. Because of my higher Hispanic population, I do look for candidates who are bilingual to best meet the needs of my students.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Nicki	Ross	Black	Business/Community
Isabelle	Rafael	Hispanic	Parent
Maritza	Rodriguez	Hispanic	Parent
Phyllis	McCleary	Multi	Parent
Anna	Tsambis	White	Teacher
James	Pribble	White	Other Instructional Employee
Tracie	Bergman	White	Principal
Sally	Gross	White	Parent
		Select	
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SAC Compliance

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

☒ Yes	☐ No *(Describe the measures being taken to meet compliance below.)*

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

☒ Yes ☐ No	Committee Approval Date: 9/06/2017

SBLT / MTSS Leadership Team

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

☒ Yes ☐ No	Chairperson: Nancy Brodosi

Please state the days / intervals that your team meets below.

Every Wednesday morning from 7:35-8:35 am.

● **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.

Title One Funds
*$45.000-Half of a math coach to provide embedded PD, planning support, new teacher support and support with math MTSS
*$45,000-Half of an ELA coach to provide embedded PD, planning support, new teacher support and support with math MTSS
*$45,000-ELP after school tutoring and enrichment program
*$5,000-Funds for instructional materials such as literature to support culturally relevant classrooms
*62,000-Funds for 3 Title One Hourly teachers to support all students towards meeting expectations in ELA in relations to the standards and to provide before school tutoring
*$7000-TDEs for teachers (2 per year) to plan for standards based instruction, review data and receive PD from the coaches
*$25000-Stipend money for teachers to receive after school PD in math and ELA instructional strategies and to plan units of instruction
*$6000-CSB money for coaches to plan for this instruction and teachers to revise/edit OPM assessments
*$60.000-ELL teacher to reduce class size and support ELL students in a co-teach model in grades 2-5.
SIP Funds
*$3000-literature to support students in reading grade level text and to expand classroom libraries
*$1000—additional instructional materials to support learning