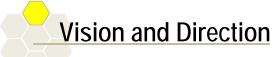# School Improvement Plan 2017-18

Garrison-Jones Elementary

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal: Karen Buckles	SAC Chair: Damon Kuhn

School Vision	*100% Student Success - Together We Succeed - TEAMWORK!*

School Mission	*At Garrison-Jones Elementary, we believe that the purpose of education is to develop the whole child through a broad-based curriculum which fosters a positive self-concept, creativity, self-discipline, values and life skills.*

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	**Black %**	**Hispanic %**	**Multi-Racial %**	**White %**	**Other %**
658	*2%*	*4%*	*20%*	*4%*	*70%*	*0%*

School Grade	2017: B	2016: C	2015: A	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	60%	56%	65%	69%	63%	51%						
Learning Gains All	55%	53%	59%	65%								
Learning Gains L25%	49%	35%	51%	42%								

School Leadership Team				
Position	**First Name**	**Last Name**	**FT/PT**	**Years at Current School**
Principal	*Karen*	*Buckles*	*FT*	*11-20 years*
Asst Principal	*Erica*	*Pollick*	*FT*	*1-3 years*
Teacher Leader	*Jennifer*	*Visalli*	*FT*	*20+ years*
Teacher Leader	*Samantha*	*Dunn*	*FT*	*4-10 years*
Teacher Leader	*Tricia*	*Hash*	*FT*	*11-20 years*
Behavior Specialists	*Bob*	*Cormier*	*FT*	*4-10 years*
Guidance Counselor	*Vanessa*	*Lofstedt*	*FT*	*4-10 years*
Pre-Kindergarten	*Sandy*	*Caterson*	*FT*	*11-20 years*
Kindergarten TL	*Kim*	*Eash*	*FT*	*11-20 years*
1st Grade TL	*Nivia*	*Brito*	*FT*	*4-10 years*
2nd Grade TL	*JoAnn*	*Riani*	*FT*	*20+ years*
3rd Grade TL	*Valerie*	*Colmer*	*FT*	*4-10 years*
4th Grade TL	*Melissa*	*Barrs*	*FT*	*4-10 years*

4th Grade TL	Celimar	Rodriguez	FT	4-10 years
5th Grade TL	Katrina	Bagu	FT	20+ years
Specialists TL	Brittany	Lee	FT	4-10 years
ESE TL	Joey	Toscani	FT	1-3 years
Total Instructional Staff:		**Total Support Staff:**		

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).

We have clear processes for arrival, dismissal, and moving around campus. Our gates are locked during the day and staff are trained on how to respond to visitors on campus without proper identification. We have a comprehensive crisis response plan and complete drills to ensure all students and staff know how to respond to a crisis on campus. Reports of unsafe or inappropriate interactions are responded to in a timely fashion by appropriate staff (behavior specialist, counselor, social worker, or administrator). A Positive Behavioral Intervention and Support system is in place and students and staff are trained at the beginning of each year, with booster sessions scheduled several times during the year.

Students are able to earn PRIDE Passes (reinforcers for demonstrating expected behavior) and are able to use them throughout the year for desired reinforcement activities (parties, snacks, prizes, etc.). PRIDE Passes are color-coded to monitor which staff/grade levels are using them with fidelity. Our PBS committee and SBLT work together to plan booster activities throughout the year to reteach the behavioral expectations and members of SBLT walk through classrooms during booster activities to offer support.

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

School-wide expectations (SWE) are posted throughout campus, with the expectation that all teachers have them posted in their classrooms. Administrative walkthroughs include verifying that the SWE are posted. SWE are referred to when students are praised for positive behavior and are reviewed with students who receive a referral to the office. Our school wide behavior plan outlines our school wide expectations, common rules, available reinforcers and consequence hierarchy. Students are taught these expectations and rules at the beginning of each school year by the classroom teacher and in an assembly with the school counselor. Teachers are provided with a behavior handbook that outlines the protocols for disciplinary incidents and provides suggestions for interventions to attempt prior to referring the student to the office for disciplinary action. These processes and procedures are reviewed annually with staff during a staff meeting. We have developed a Communication Form that is used to document teacher-managed classroom behaviors. The data is compiled and graphed and shared with staff in PLCs and data chats. Data includes the date, time, location, SWE not met, behavior(s) observed, teacher who documented the behavior, and a brief description of the behavior and the action taken by the staff member. This data allows our SBLT to see patterns of behavior across campus and to implement appropriate interventions (either through core or interventions).

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

Character education lessons are provided by the school counselor as part of core (Tier 2) instruction. Lessons include behavioral, social-emotional, and academic topics. Students are identified for supplemental (Tier 2) or intensive (Tier 3) interventions based on performance data reviewed by members of the SBLT.
 Policies and procedures for our school-wide behavior plan, including core and supplemental behavior interventions, are outlined in our Behavior Handbook. The Behavior Handbook is provided to staff and reviewed with them in a faculty meeting. Students in need of supplemental or intensive supports are identified by the MTSS/Student Services Team through review of a variety of data sources, including communication forms (school-based data tracking system for classroom-managed behaviors), office referrals, and calls to the office for assistance. The MTSS/Student Services Team consults with the teachers of identified students and may complete an observation of the classroom to get information about the core behavior management system. A Student Services Team Member is assigned to work with the teacher, student, and family to identify improvements to core and/or interventions to implement based on student needs. We will also be developing a stronger focus on Restorative Practices throughout our school campus. We began this work last school year, and had presentations throughout the school year during our monthly Professional Learning Communities. As well as we have built a team of staff members who attended the Restorative Practices training June 26th through June 28th 2017. The team consists of: Karen Buckles, Vanessa Lofstedt, Cindi Webster, Leticia Scutella, and Samantha Reinheimer.

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?

The school counselor provides classroom lessons focusing on character education to meet the social-emotional needs of the students. Students who need additional support are serviced by the counselor, behavior specialist, social worker, or psychologist, who also works with the teacher(s) on identifying interventions to use in the classroom. Students with physical needs are referred either to the school nurse, social worker, or counselor depending on the need.
We will also have a Restorative Practice team that will work with the staff and the students using positive support systems to put in place for our students.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

The School-Based Leadership Team (SBLT) reviews academic and behavioral data to determine students in need of additional supports. Data sources include Performance Matters, DecisionEd, FOCUS, and our own database for communication forms (classroom managed behaviors). Monthly data meetings are held with classroom teachers where teachers review data and use the data to guide lesson planning. Students receiving supplemental interventions in reading are progress monitored with DIBELS probes every other week. Students receiving supplemental behavioral interventions are progress monitored in a variety of ways, determined by the intervention and the student services team member working with the student and teacher. The child study team meets the 1st and 3rd Wednesday of every month; in order to decrease the number of students absent from school 10% or more by 5%. We plan on meeting this goal by adding incentives to students to be at school, as well as monthly announcements celebrating students with high attendance rates during our school wide monthly Round-Up celebration.
The MTSS team in conjunction with the classroom teachers will come up with strategies to help each student's specific needs in order to allow them to be successful in the classroom setting. Some of these may

include restorative practices, check-in/check-out; social skills groups, or even adult supervised student-to-student peer mediation groups.

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?

Leadership work on teams that include Leadership Team, SBLT, PBS, Restorative Practice Team, SIP Goal Managers to define, review, revisit and monitor school goals. We meet to discuss data and set an action plan. Action Plans are reviewed. Walk throughs with feedback are conducted. We also have monthly RTI PLC's whole school as well as collaborative planning focusing on differentiated instructional plans to meet the needs of all students. We have a plethora of lead teachers who also share and model high quality teaching for others to learn from in a collaborative way to ensure we are meeting the needs of all our students.

⬡ 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?	
By the spring 80% of our students will consistently demonstrate behaviors that reflect a respectful, responsible, and safe school climate as assessed by a variety of measurement tools such as positive referrals, discipline and attendance records, and surveys. The desired outcomes is a 10% reduction in discipline referrals and students suspensions, a decline in tardy rates, decrease in student bullying behaviors, and an increase in student attendance and school connectedness.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Incorporating restorative practice into discipline, policy and procedures Incorporating restorative circles into school activities (i.e. staff meetings, classrooms, etc…)	*Karen Buckles, Erica Pollick, Vanessa Lofstedt, Samantha Reinheimer, , Cindi Webster*
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.	
By the spring referrals and suspensions will be decrease to 8% given to black students. We will continue to focus on decreasing this number until it is less than 1%. The Leadership and MTSS team will closely monitor its out-of-school suspensions given to black students with a goal of decreasing its disparity rate by one-third (.33) each year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Mentoring, Small Group for Behavior Management, Restorative Practices Training for all staff members	*Karen Buckles, Erica Pollick, Bob Cormier, Vanessa Lofstedt*
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Standards-Based Instruction for Learning

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

We meet to align instruction to standards. Our data is disaggregated for subgroups. Standards are the starting point for planning improvements. Each grade takes responsibility for standards requirements within that grade and examine the standards in textbooks and other instructional materials, and in lesson plans of individual teachers. Time is also devoted for staff to examine whether or some of the standards requirements are taught in previous grade. Staff can also review the prerequisites to the requirements to be sure they are provided in previous grade levels. To ensure grade level continuity, staff meet with adjacent grade levels. Teachers meet to identify connections between instruction and standards. We focus on aligning our instruction in a variety of ways through our weekly whole school PLC's, Professional Development opportunities to increase our knowledge base in new instructional trends, instructional observation and collaborative rounds and mentor teacher visitations, and weekly collaborative planning sessions where our teachers focus on students' needs through a strong focus of differentiated instructional planning in all content areas.

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

Our focus over the past few years was in Jan Richardson's Guided Reading. Talk Moves across content; Number Talks for strengthening math fluency and thinking, Kagan strategies to increase student engagement; student data notebooks to increase student awareness and accountability. Though we saw an increase in running records our FSA ELA scores do not reveal consistency in improvement across grade levels. Last year we focused on an increase of paired on level reading texts and ongoing in-depth writing. This year we will begin to increase a love of reading by bringing back Lucy Calkin's Reading and Writing units of study. We are going to focus on rolling this out Kindergarten through 2nd grade, with some veteran teachers doing the same work in 3rd thru 5th grade. Our hope is to see an increase in student's accountability in reading and writing that is based on their level of learning and learning growth.

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 determine what students are supposed to learn based on their individual data. They will focus on what students will do to prove they understand in required ways. We start this by backwards planning. The teachers use assessments to gauge progress (observation, informal, formative, summative, common assessment, performance matters) as well as learning goals and scales. In addition, we schedule individual, grade level, primary/intermediate, and whole group data meetings.

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

We define grade level goals and strategies that align with the district and state goals. These strategies and the primary responsibilities of each grade level for implementing the strategies are discussed weekly in Professional Learning Communities in our school and classrooms. We follow the timelines set forth through pacing suggestions. When planning teachers keep the focus on student achievement for all and to effectively address the needs of students including students with special challenges, such as English Language Learners and students with disabilities. Through grade level PLCs and articulation meetings, we communicate grade level proficiency to continue the thread of learning goals and scales tied to the standards in support of successful transition. We accomplish this through weekly PLC's and all grade levels provide support between grade levels and content areas.

⬡ **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?	
AVID (2nd Grade through 5th Grade), we will collect data and discuss strategies on the 3rd Tuesday of every month during our AVID professional development PLC.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Monthly Meetings *District Summer Institutes for New Teachers in 2nd thru 5th grade* *Continuing Training Opportunities throughout the school year*	*Wendy DeRee*
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?	
Reading Units of Study to increase student's independency in reading, as well the ability to enhance their level of reading; Increased the level of Rigor with a focus on student autonomy.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Viewing plans *Collaborative Planning notes* *Independent Reading Logs* *RUS Charts of Teaching Points* *Students Partner Work* *Teacher Conferring with students*	*Team Leaders, Karen Buckles, Erica Pollick*
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
Student Data Binders, Students Self Progress Monitoring	*Karen Buckles, Erica Pollick, & Classroom Teachers*

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 <u>specific lessons or growth areas</u> found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

> *Based on feedback from our Advanced Ed survey results our master schedule was developed with teachers. Teachers understand that collaboration is critical and strengthened by ensuring daily common planning times within each grade level. Weekly grade level PLC's are conducted by specific curriculum area to include an emphasis on sub groups of students. The Administrators, Guidance Counselor, Behavior Specialists, and Resources teachers are in attendance at these weekly PLC's to provide support. The above-mentioned strategies are aligned with the feedback we received from the Advanced Ed survey results 2016-2017.*

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.

> *Each grade level schedules weekly PLCs and common planning. Time is noted in the master schedule. We hold monthly data chats (individual, grade level, whole school). We have scheduled" Just In Time" Trainings for Reading Unit of Study Kindergarten thru 2nd grade (Summer/Fall)); Restorative Practices (Pre-School); New teacher book study.*

🛑 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?

> *We will continue with Jan Richardson for small guided reading groups whole school, JIT training in math on backwards planning. We have also added several Just In Time trainings for this school year that are focusing on Standards based Instructional practices/planning, as well as iStation and ST Math planning and effective use of data from these web resources. Our next steps are to implement Lucy Calkin's Reading Units of Study in Kindergarten through 2nd grade. We will be getting JIT over the summer, and throughout the school year.*

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?
AVID	*Summer*	*2nd-5th*	Students assessment scores will increase
JIT Reading Units of Study	*Summer*	*K-5th*	Teacher knowledge base in RUS will increase; students reading scores will increase due to a focus on student independency in reading
Restorative Practices	*Summer*	*Varies*	Students referrals will decrease, teacher's knowledge and "tool kit" using restorative practices will increase
JIT Trainings in Content Areas	*Pre-School*	*All*	Allows instructional staff to having a stronger knowledge base in content standards
Literacy Footprints Kit Implementation, K-2	*Pre-School*	*K-2*	Teacher's will increase their Guided reading routines with a focus on small group instruction

Family and Community Engagement

14. Describe your school's plan to build positive relationships with families and community members. Please reference specific <u>lessons or growth areas</u> 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).

Parent workshops on AVID, FSA workshops, how to Support FSA at home, and two scheduled students led conferences. Branch Ranch, Field Day, Annual Veteran's Day Recognition celebration, World Language International night sponsored by the PMAC club. We communicate weekly with our families using a weekly connect ed, our school's marquee, and monthly newsletters. Parents have access to our school vision and mission as it is listed on our school's website, letter head, as well in our monthly newsletter. We care about kids and that is evident in the celebrations and school wide events mentioned above, our focus is to create and continue to develop a school that is part of the whole community of Dunedin.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school's attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

We provide academic support for our parents. The students have access to iStation, ST Math, My On, and many other web based academic support programs. We also provide support to our parents through Parent workshops that showcase iStation, ST Math, AVID learning strategies and other academic support systems.

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.
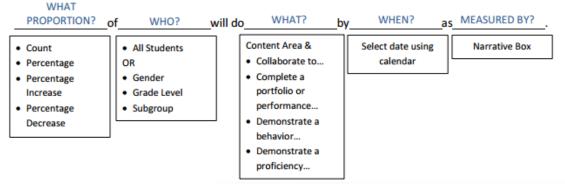
Family Engagement / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?

Engages stakeholders effectively in support of the school's purpose and direction by several forms of communication with our parents and stakeholders.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Communication through monthly newsletters hardcopy/electronic; weekly connect ed phone messages, Peach Jar flyers, Website (School/PTA), Facebook pages for both school and PTA, and the school Marquee.	*Karen Buckles, Carrie Osiel*
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: To participate in several forms of community outreach programs.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The National Walk and Roll community event; Annual Edgewater Park Local School Showcase; and creating more business and parent partnerships; Annual Veteran's Day Recognition, ESOL Parent Meeting, Olympic Field Days, Walk-A-Thon, Student-Led Conferences, Pioneer Day, Parent Workshops (Bullying Prevention, FSA, AVID, and Dual Language), Various Teacher/Student curriculum recognition programs, Great American Teach-In, Dunedin Holiday Parade, and Volunteer opportunities for our community led by our students.	*Karen Buckles, Carrie Osiel*
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.

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:** *Karen Buckles, Erica Pollick, Tricia Hash, Kim Eash, Jennifer Visalli, Missy Barrs*

By the end of the year, our ELA (Reading and Writing) students will increase their level of reading proficiency from 60% to 66%; and 49% to 51% for our L25 students on the 2017-2018 FSA ELA assessment. We expect to see these results in students' learning outcomes.

Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Teachers will use: • *iStation for small group instruction* • *Jan Richardson Guided Reading* • *Standards based instruction/Architecture of a mini-lesson* • *Rigorous questioning* • *K-2nd Grade teachers will use Lucy Calkin's Reading and Writing Units of Study* • *3rd-5th Grade teacher created Standards Based Higher Order Question Assessments for ELA* • *Conferring with students weekly to provide feedback to students on their reading strategies*	*Walk Through* *Teacher Observations/Feedback* *Student Interviews* *iStation Reports* *PLC minutes* *Teacher Observations/Conferring* *Running Record Data* *Student Journals* *Planned questioning* *MAP assessment data*
Teachers will use: • *Journaling across content areas* • *3rd -5th Standards Based Instruction* • *3rd – 5th Create own Standards Based assessments* • *Kindergarten -2nd Grade Architecture of a mini-lesson*	*Conferring* *Student journaling* *Teacher created Anchor Charts* *Teacher observation/feedback* *MAP assessments data*

Mathematics Goal	**Goal Manager:** *Karen Buckles, Erica Pollick, Celimar Rodriguez, Katrina Bagu, Samantha Dunn*

By the end of the year, our students will increase their level of mathematics proficiency from 65% to 75% on the 2017-2018 state mathematics assessment. We expect to see these results in students' learning outcomes.

Actions / Activities in Support of Math Goal	Evidence to Measure Success
Teachers will use Number Talks daily for ten minutes during their math block in order to build stronger mathematical computational fluency skill, as mentioned in the eight mathematical practices.	*Walk Through* *Teacher Observation* *Student Interviews*
Effective use of Standards based instruction *St Math 90 minutes a week* *3rd thru 5th Grade teachers will be creating Standards Based Higher Order Question Assessments for Mathematics*	*Training – Effective Planning of Standards based Instruction* *Training – St math with focus on standards based instruction* *Pulling reports to monitor student growth*

	MAP assessment data

Science Goal	Goal Manager: *Karen Buckles, Erica Pollick, Valerie Colmer*

By the end of the year, our students will increase their level of science proficiency from 63% to 70% on the 2017-2018 state science assessment. We expect to see these results in students' learning outcomes.:

Actions / Activities in Support of Science Goal	Evidence to Measure Success
The teachers will have the students conduct science experiments using project based learning focusing on the nature of science. 5th grade students will complete the What's the Evidence booklet as part of a review for the FSSA. 5th grade students will participate in the BOAST science review. 3rd, 4th, and 5th grade students will participate in science lab investigations. *Students will reflect on their learning at the end of each unit in science* *The teacher will increase the rigor by focusing on the 10%-70%-20%* *Recommended pre-assessments will be given at the end of the slag* *Post assessments quizzes will be completed on Unify or teachers to identify the needs and trends in data*	*Beginning and mid- year diagnostic tests (5th grade)* *Pre and post tests for the science lab (grades 3rd-5th.)* *Project Based Learning* *End of Year Science Showcase* *Increase in the students understanding of science*
We will be introducing a "Maker Space" working lab for students in K-5th grades *The STEM and Enrichment Clubs will continue to focus on building Coding clubs, before, during, and after school.*	Project-based learning Completion of projects using maker space area Increased level of student's involvement in science based projects

🔵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: *STEM*	**Goal Manager:** *Wendy DeRee, JoAnn Riani, Nivia Brito, Celimar Rodriguez*

We will maintain an after-school STEM Academy to increase access to STEM for students with an increased focus on under-represented populations. This will help to increase our science proficiency from 63% to 70%.

Actions / Activities in Support of Goal	Evidence to Measure Success
The teachers will use… *Goals and scales to drive science labs* *Teacher judgments as well as summative assessments to drive small groups in the STEM academies*	*Formative Assessments* *Student and Teacher feedback using learning scales* *Teacher and Student conferring*

• *4th/5th grade will meet weekly for a total of 20 sessions.* • *During each session teachers use specific content related lessons which enrich student knowledge and application.*	*Inquiry based science labs*
The teacher will be able to offer the students the following: • *The academies offer opportunities to conduct hands-on STEM investigations, explore careers in STEM, improve team building and leadership skills, learn about business planning and interact with community business partners.* *4th and 5th grade students will meet 2x/week for 3 hours per day to receive assistance with current curriculum as well as additional*	*Informal and Formal Assessments* *FSA assessment results* *Pre/Post Assessments on different concepts taught in the STEM academies.* *Learning Scales*

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)

Goal Name: *Healthy Goal*	**Goal Manager:** *Kelley Lister*

Work toward Bronze Level recognition with the Alliance for a Healthier Generation.

Actions / Activities in Support of Goal	Evidence to Measure Success
In 2015-2016, school was eligible for national recognition in 5 out of 6 Alliance for a Healthier Generation's Healthy Schools Program Assessment modules. *For 2016-17, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2016.* *Target for 2016-17, is to become eligible for national recognition in 6 out of 6 Alliance for a Healthier Generation's Healthy School Program Assessment Modules.*	*By April 1, 2017, 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: *Enrichment Clubs*	**Goal Manager:** *Karen Buckles, Celimar Rodriguez, Leticia Scutella, Nivia Brito, Suzanne Williams, Gigi Rieter, Gigi Carrasquillo*

By the end of the year, our students will increase their knowledge in specific content areas by attending out Enrichment clubs, and participating in our STEM Clusters. We expect to see these results in students' learning outcomes.

Actions / Activities in Support of Goal	Evidence to Measure Success
Teachers will plan and prepare enrichment for students in the content areas *Students will have the opportunity to choose clubs based on interest*	

Students will be able to partake in enrichment clubs to help extend their learning in content areas	

🔷 Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: *Karen Buckles & Erica Pollick*

By the end of the year our African-American students will continue to increase their level of proficiency on the FSA ELA, Math, and Science. We will integrate diverse culturally relevant genres of texts, articles, and multimedia in the classroom. We will confer through student's journals across content areas.

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Teachers will provide diverse texts, articles, and multimedia resources.	*Lesson Plans*
Teachers and students will use journaling to respond diverse activities across content areas.	*Teacher and student comments in journals*

Subgroup Goal (ELL)	Goal Manager: *Jennifer Visalli*

By the end of the year, our ESOL students will increase their level of reading proficiency from 26% to 50% on the 2016-2017 FSA ELA assessment. We expect to see these results in students' learning outcomes.

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Teachers will use: • *Jan Richardson's Guided Reading* • *Lucy Caulkin's Reading Units of Study (K-2nd)* • *The use of Thinking Maps* • *Jan Richardson's Short Reads*	*Teachers will confer with ESOL students and provide feedback and suggestions for growth.* *The teacher will use Thinking Maps to help make connections to content by using patterns.* *Teachers will collaborate and plan lessons based on the needs of the students.* *Teachers will use Jan Richardson's Footprints and Short Reads kits to increase reading proficiency*
The ESOL students will use the ESOL Learning Logs to support writing. Teacher will provide feedback.	*Teachers will provide feedback to the ESOL students. The students will have an opportunity to practice and enhance their writing based on the grade level writing standards.*

	Goal Manager: *Kelsie Schneider, Susanne Daily, Karen Buckles, Erica Pollick*
Subgroup Goal (ESE)	

By the end of the year, our ESE students will increase their level of reading proficiency from 39% to 55 % on the 2017-2018 FSA ELA assessment. We expect to see these results in students' learning outcomes.
By the end of the year our Gifted students will increase their level of reading proficiency from 95% to 98% on the 2016-2017 FSA ELA assessment. We expect to see these results in students' learning outcomes.

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
The teachers will use… • *Jan Richardson's Guided Reading* • *Thinking Maps* • *iStation as supplemental support* • *Collaborative planning with grade level teachers to implement support of Standards Based Instruction* • *Phonemic Awareness skills (Build Up/Spiral Up) Intervention Kits* • *Fluency McMillian* • *Jan Richardson's Footprints* • *Jan Richardson's Short Reads Kits*	*Student data from MAP Assessments, Running Records, iStation, and FSA* *The use of Thinking Maps to create patterns in learning and deeper understanding of content* *Student teacher conferring* *Student data tracking*
The gifted teacher and the general education teachers of gifted will collaborate to create research based projects for students to help students to make deeper connections to specific topics.	*Student data MAP assessments, rubrics, student interviews, journaling*

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Grade Select	Grade Select	School Totals #	School Totals %*
Students scoring at FSA Level 1 (ELA or Math)	N/A	N/A	N/A	11 ELA; 13 Math = 24/11	12 ELA 20 Math (27 total			51/221	23%

				6; 20%	level 1s – 5 stude nts are a level 1 in ELA & Math)				
Students with excessive absences / below 90 %	4	5	7	8	6			30	.04%
Students with excessive behavior / discipline**	4	1	0	1	7			13	.02%
Students with excessive course failures**	0	4	11	16	5			36	.05%
Students exhibiting two or more Early Warning indicators	0	0	0	1	6			7	.01%

*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.
By the end of the 2017-2018 school year we will decrease our number of students who missed 10% or more of the school year from 8% to 5%.	
Actions / Activities in Support of Attendance Goal	**Evidence to Measure Success**
Administration team along with the SBLT team will monitor student attendance	*Decrease in attendance reports Increase student attendance*
Teachers will notify the Child Study team members of any students they have concerns about frequent attendance issues	*Child Study meeting minutes Teacher communication with CTS*

⬡ EWS - Discipline

Discipline Goal	Please ensure that your goal is written as a SMART goal.
We will decrease student referrals from 2% to 1% by the end of the 2017-2018 school year this will happen as we review data and follow up monthly and suppling teachers with additional support at behavior management professional development focusing on restorative practices.	
Actions / Activities in Support of Discipline Goal	**Evidence to Measure Success**

Monthly SBLT meetings with follow up as needed	*Meeting Minutes*
Restorative Practices implementation	*All grade levels*

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

Students will have the opportunity to attend extended learning programs that focus ELA, Math, and Science.

Early Intervention / Extended Learning Goal	Please ensure that your goal is written as a SMART goal.
Goal: Students will have the opportunity to attend extended learning programs that focus on ELA, Math, and Science concepts. We will increase FSA learning gains in ELA from 49% to 55% for our L25; Math from 51% to 60% for L25; and Science from 63% to 70%	

Actions / Activities in Support of Goal	**Evidence to Measure Success**
Students will attend weekly Extended Learning Sessions based on SAT 10 and FSA data.	*Ongoing Assessments* *MAP Assessment Scores* *FSA Assessment Scores*

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	23.5%
% receiving effective rating or higher	97.8%	% first-year teachers	0%
% highly qualified (HQT)*	23.9%	% with 1-5 years of experience	31.4%
% certified in-field**	100%	% with 6-14 years of experience	45.1%
% ESOL endorsed	58.8%	% with 15 or more years of experience	23.5%

***as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school's efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

Retaining effective teachers requires us to implement specific strategies focused upon retention. Effective teachers stay when they know they are supported. We look at our teacher's talents and needs. Talented teachers are motivated when you create career ladders that allow teachers to gradually earn leadership opportunities. We offer training opportunities to meet their needs or to enrich their growth. We respect their time and compensate them when appropriate. We pair them with mentor teachers and involve them in peer coaching. We do our best to build opportunities for teachers' various interests and strengths in a collaborative environment. We provide them opportunities to expand their reach and to enrich their interests. We currently have 2 African American and 7 Hispanic instructional staff members.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Mimi	Skeim	Hispanic	Teacher
Lorena	Kogan	Hispanic	Teacher
Karen	Buckles	White	Principal
Damon	Kuhn	White	Parent
Cynthia	Gay	White	Parent
Brain	Schuh	White	Business/Community
Phyllis	Gorsche	White	Business/Community
JoAnn	Riani	White	Teacher
Stacy	Mullin	White	Parent
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

		Select	
		Select	
		Select	
		Select	
		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?

☒ 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: 8/16/2017

⬡ SBLT / MTSS Leadership Team

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

☒ Yes	☐ No	Chairperson: *Vanessa Lofstedt*

Please state the days / intervals that your team meets below.
Wednesdays at 9:00 a.m. weekly

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.

Purchase of Reading of Units Kits Kindergarten-5th Grade	*$2, 188.00*
Professional Development where TDE's will be provided	*$1,012.00*

The SIP funds will be used to provide Professional Development and Collaborative Planning Sessions focusing Standards Based Instruction across content areas.