



School Improvement Plan 2017-18

Gulf Beaches Elementary Magnet School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



School Profile

Principal: Robert Kalach, Jr.	SAC Chair: Tonya Elmore
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School Vision	100% Student Success
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School Mission	To educate and prepare each student for college, career, and life
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
	2.7	6.2	13.3	5.3	72.5	NA

School Grade	2017: B	2016: B	2015: A	Title 1 School?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	57	59	56	60	57	79						
Learning Gains All	58	53	63	63								
Learning Gains L25%	43	61	41	35								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Robert	Kalach	FT	1-3 years
MTSS Coach	Natalie	Baker	FT	1-3 years
Media/Tech	Cody	Piland	FT	1-3 years
Curriculum Specialist	Jillian	Black	FT	1-3 years
Total Instructional Staff:	23		Total Support Staff:	11 1/2



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).

Gulf Beaches Elementary Magnet implements school wide expectations for all students and staff. Expectations are taught and revisited regularly throughout the year. School wide expectations are infused within the classroom behavior systems. The systems are used to promote positive behaviors throughout the campus and all areas of student movement. Shark Bytes are given to students who uphold our FINSUP expectations. FINSUP = Ferocious Learners, Innovative, Nice, Self-Control, Understanding, Positive. Weekly drawings as well as monthly school store are incentives for those students that continue to follow and meet expectations of our school. Additionally restorative practices will be implemented across the school to support positive relationships and school culture that promotes student success. All staff will be trained on building a mindset around the philosophies of restorative practices. Staff training will begin during preschool of 2017-18 and continue throughout the school year in order to ensure the establishment of a school wide culture that embraces restorative practices.

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 are infused within the classroom behavior systems. The systems are used to promote positive behaviors throughout the campus and all areas of student movement. Shark Bytes are given for those who uphold our FINSUP expectations. Weekly drawings as well as a monthly school store are incentives for those students that continue to follow and meet expectations of our school. During preschool and SIP meetings, behavior expectations are reinforced with staff.

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.

Students and staff are supported through MTSS across our school in collaboration with our site based MTSS/RtI Coach as a primary source of contact. Additionally, students and staff incorporate data monitoring based upon student achievement/behavior regularly through weekly meetings to review individual concerns for support alignment and monthly school wide meetings where all instructional staff review student performance data and share problem solving strategies and techniques. These staff supports are then extended to the parents and families of the students identified for additional support in order to ensure maximum student success. Staff training will begin during preschool of 2017-18 and continue throughout the school year in order to ensure the establishment of a school wide culture that embraces restorative practices.

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?

Our site based MTSS/RtI Coach is the primary source of contact to organize support for identified students. Once a student is identified for support, the following processes are initiated:

- Gather data/information regarding student concerns to align resources for targeted support
- Evaluate needs to connect additional outside resources if needed
- Establishing formalized “Follow Up/Support Plans” for students that require ongoing/long term support

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).

Our school utilizes the Early Warning Indicator reports from the school dashboard to monitor student progress. Additionally, student progress is broken down by sub group (Race, Students with Disabilities, Lowest 25 %) to include both academic and attendance concerns. GBEMS has piloted the MAP’s assessment for two years and will continue the use of this formative tool to for zeroing on low performing students and tracking their academic MTSS/RtI interventions through a pilot program in coordination with the PCS Department of Assessment, Research, and Accountability.

Bi-monthly child study team meetings that include all required members and address students who have missed 10% or more of school and look for trends of why students are not attending.

Update Attendance PSW quarterly to assist with problem solving to determine the most common reasons/barriers our students miss school.

Ensure families are aware of the importance of attendance and engage them in attendance related activities.

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?

Led by the principal, the school leadership team has established monthly/weekly meeting schedules for staff and grade level meetings to review student performance and progress towards SIP Goals. At the designated meetings, student performance data is reviewed along with administrative walkthrough observations that identify trends in the levels of student engagement that support learning and the magnet theme of the school, Innovation and Digital Learning. Three times during the month, whole staff meets to engage in focused Professional Development training as a means to further ensure “All Students” in our school are engaged at the highest levels of learning. The administrator works collaboratively with staff members to create Individual Professional Development Plans to promote instructional growth and as needed to create individual success plans to provide targeted support on areas of exhibited deficiency.

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?	
SWBP Team will be established and a rubric will be created to measure the fidelity of implementation of FINS UP. We will identify key team members and with the rubric, we will be able to measure schoolwide implementation.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Identify team members	Goal Manager: Laura O’Leary
Create fidelity rubric within team	SWBP Team
	All Staff Members
At GBEMS, we have adopted a PBS approach that will form the basis of establishing, modeling and maintaining school wide expectations. Our Guidelines for Success are FINS UP:	

<ul style="list-style-type: none"> • F – erocious Learners • I – nnovative • N – ice • S – elf Control <ul style="list-style-type: none"> • U – nderstanding • P – ostive <p>Additionally, each classroom and specialist classroom will create specific expectations and rules that will support the GFS and needs of the students learning in their classrooms.</p>	
<p>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.</p>	
<p>We will reduce the number of referrals assigned to black students by half by the end of the year (12 last year, goal this year is 6) Train staff and implement Restorative Practices within our school community</p>	
<p>What is the key strategy that you will implement to accomplish this goal?</p>	<p>Name of person(s) responsible</p>
<p>Utilize the district resources to support training for in-depth understanding of what Restorative Practices entail and create a school based framework for creating a “Restorative Minded School Community” that utilizes the growth mindset of Restorative Practices.</p>	<p>Principal, Robert Kalach MTSS/RtI Coach, Natalie Baker All Staff</p>
<p>Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.</p>	
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<p>What is the key strategy that you will implement to accomplish this goal?</p>	<p>Name of person(s) responsible</p>
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Standards-Based Instruction for Learning

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

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

GBEMS utilizes the PCS Grade Level Curriculum Guides to ensure that all students engage with instruction aligned to the state expectations. Additionally, GBEMS utilizes the strategy of Project Based Learning (PBL) to support our school’s magnet theme of Innovation and Digital Learning. GBEMS staff has engaged in numerous professional development trainings to support PBL implementation and hosted a school wide student led PBL Showcase. These successes are supported by a rise in student academic performance with particular emphasis on our 3rd and 4th grade students who combined for a total of 17% increase in the number of students meeting levels of Proficiency in ELA and a 20% increase in the number of students meeting levels of Proficiency in Mathematics for the school year 2016-17 on the Florida Standards Assessment (FSA).

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?

GBEMS reviewed the FSA results for the previous school year for our 3rd, 4th, and 5th grade students along with MAP’s data for our Kindergarten, 1st, and 2nd grade students. We determined from this data, that we

must reduce the number of students not meeting “Levels of Proficiency” in all content areas. For ELA, attention to utilizing the instructional block to provide focused instruction around the target standard(s), effective small group support provided by the classroom teacher, and holding students accountable with formative feedback from the classroom teacher. For Mathematics, attention to efficiently utilizing the instructional block as stated above and to include a school wide emphasis on developing “Problem Solving” strategies instruction at least 3 Days a Week across all grade levels.

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.

Instructional Staff at GBEMS utilize a variety of academic measures to assess student learning: FSA, MAP’s, and Classroom Formative Assessments created by the teacher as the primary measures. From this information, students are monitored for remediation and or, enrichment. Students are grouped for target instruction based on their demonstrated academic efforts and continually assessed throughout the school year. GBEMS has piloted the MAP’s assessment for two years and will continue the use of this formative tool to for zeroing on low performing students and tracking their academic MTSS/Rtl interventions through a pilot program in coordination with the PCS Department of Assessment, Research, and Accountability in order to better serve this student population. This ongoing process is supported within our weekly grade level PLC meetings and monthly school wide Data Chats.

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).

GBEMS will be focusing on greater opportunity for cross grade level articulation between instructional staff to support vertical student progress/promotion. Additionally, through our school’s initiative of PBL, there is an incorporated emphasis on connecting the instructed standards to the real world in meaningful ways. This supports student engagement in the relevance of school and promotes the rigor of the targeted standards. As a magnet school, GBEMS promotes a student progression track to Tyrone Middle School to continue the magnet theme of Innovation and Digital Learning. Since our school’s inception, a focused initiative has been placed upon identifying students for Gifted Education. All Kindergarten students are screened for further evaluation potential. Each year, GBEMS has successfully grown the number of students entering the Gifted Education Program with over a 60% increase in the total number of students from our first year. This will continue to be an initiative for our school.

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?	
To reduce the percentage of students at levels 1 & 2 on FSA with a target of 70% or above proficiency	
Standardized model/framework to efficiently and effectively use the instructional blocks (Instructional flow)	
<ul style="list-style-type: none"> · Targeted mini lesson focused on skill within standard (15 minutes) · Independent practice associated with the lesson/skill (15 minutes) · Small group instruction focused on student skill needs · Monitoring with accountability-MTSS Platform (3-5) (BBC) · Emphasis on defining and using academic language in standards in all content areas 	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Lesson plans, teacher observations, anecdotal notes, exit slips, walkthroughs, formative assessments , formal assessments	Classroom Teachers Administration Team
Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	

Instruction will be matched to student achievement levels	
Measures of Academic Progress (MAP) data will be reviewed and analyzed after each cycle	
<ul style="list-style-type: none"> · Progress reports will go home with students and will be a topic during family conferences · Learning Continuum will be used when planning whole group and small group instruction · Students will meet individually with their classroom teachers to set goals for increasing their scores 	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
MAP Cycle Data	Classroom Teachers Administration Team
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
Implementation of Universal Design for Learning (UDL) and Project Based Learning (PBL) within various content areas	
<ul style="list-style-type: none"> · Utilizing technology and Innovation Lab · Implementation of Innovation Process · Student-led showcase nights · School tours 	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
lesson plans, student work samples, teacher observations, anecdotal notes, formative assessments, walkthroughs, professional development	Classroom teachers Administrative Team



Collaboration for Professional Growth

Connections:

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

11. Describe your school’s efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Utilizing the AdvancED survey feedback, GBEMS will continue to focus on Standard 1, Purpose and Direction, for Staff. As a school-wide magnet program going into our 4th year, this standard targets key elements of growing a viable and sustainable magnet theme as measured by sustainable student application requests to attend our school and staff/teacher retention and school grade (with a target of “A”).

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.

GBEMS staff are expected to meet with in Grade Level or Specialist Level PLCs formally at least once a week during the school year. School’s Administration works diligently to maintain uninterrupted teacher Planning Time throughout the school week in recognition of the importance for teachers to have ample time to collaborate and create high quality student lessons/instructional engagement for all students. School’s Administration supports common planning times through a Block Master Schedule for all grade levels. Staff has an agreed upon a monthly meeting schedule that designates additional meetings after school for the 2nd, 3rd, and 4th Wednesday’s of each month.

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?

GBEMS has identified Project Based Learning (PBL) as an instructional strategy to support student achievement and the magnet theme of the school. This past year, our Staff has completed a series of site based trainings to support effective teacher planning and implementation of PBL. Additionally, during the Summer Break, all Instructional Staff attended a 3 Day Professional Development Training Seminar led by a National Consultant to increase PBL planning and implementation for this school year. As previously noted student engagement and family participation has been enthusiastic in embracing PBL and evidenced by the large student/family participation in our Student Led PBL Showcase that culminated the school year in May. To further support the school wide PBL initiative, follow up professional development with Nationally recognized consultant(s) will be scheduled and offsite visitations to observe model PBL schools will be identified.

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 Training	Pre-School, Fall and Spring	All Staff	Develop an Understanding for R.P.’s and begin implementation school wide
Project Based Learning	Fall & Spring	All Instructional Staff	Provide ongoing support to teachers for effective PBL implementation
Technology	Pre- School, Fall, and Spring	All Staff	Support the use the digital tools of technology for efficient monitoring of student learning and engagement
Effective Instructional Strategies to Support Student Learning within the ELA, Mathematics, and Science content areas/instructional blocks	Fall and Spring	All Instructional Staff	Support effective planning/lesson development, and student monitoring systems for the identified content areas



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).

From our Stakeholder Survey results, we have identified Standard 3, Teaching and Assessing for Learning, as a continued area for growth. As a District Application Program (DAP), it is imperative for our school to establish and maintain a strong buy in from our families regarding student academic success. As indicated, parents are seeking an educational experience for their children that not only allows them to be successful in learning around the state standards, there is a strong desire to provide students with rigorous learning opportunities that emphasize creativity and connect to the real world. Within our school's initiative to establish a mode of learning through PBL, families are visibly connected to their children's learning and support them by participating in their learning process and attending student led showcases of learning.

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.

GBEMS extends student learning beyond the learning day by issuing an iPad to every student for their use throughout the school year, we host an annual Open House for families to visit the campus and gain an overview of the year's learning expectations, Grade Levels host Family Learning Nights, our PTA Partners with our teachers to emphasize family participation, Teachers invite families to meet for Parent/Teacher conferences at least twice during the school year or as often as requested to provide student progress information. Our school has placed a strong emphasis on recruiting and retaining volunteers to support our school and students. This past school year, GBEMS amassed nearly 5,000 hours dedicated by our volunteers and mentors.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

Family Engagement / Key Goals and Strategies

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

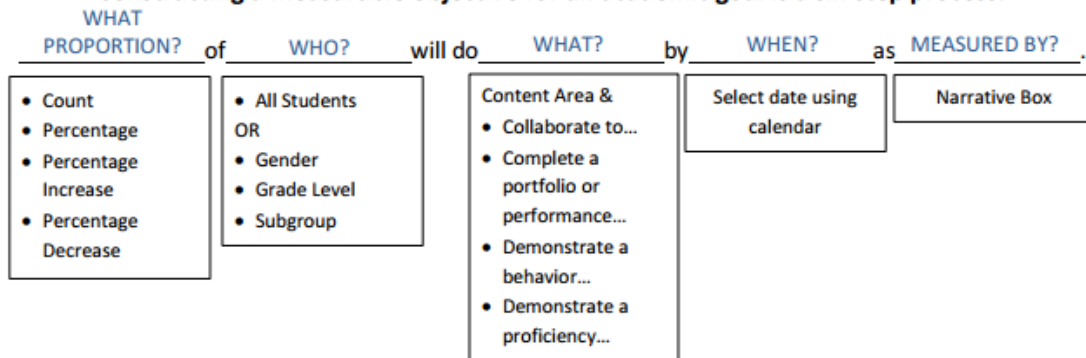
Maintain a robust number of opportunities for families to interact and engage with their students in as many formats as possible.

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Collaborate as a School Staff to identify meaningful Family Engagement Opportunities.	Principal, Robert Kalach Admin. Team: Cody Piland, Natalie Baker, Jillian Black Team Leaders: Emily Walsh, Francesca Dave, Renee Forte, Roseann Sacino, Eliza Suerte, Jeannine Oldani
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?	
With an already established high level of Family Engagement, our school’s goal is to maintain this participation.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Review the effectiveness and participation of currently established events and activities. Identify and implement additional opportunities for Family Engagement.	Principal, Robert Kalach Admin. Team: Cody Piland, Natalie Baker, Jillian Black Team Leaders: Emily Walsh, Francesca Dave, Renee Forte, Roseann Sacino, Eliza Suerte, Jeannine Oldani
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

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 Managers: Roseann Sacino and Sue Topkin	
To reduce the percentage of students earning levels 1 and 2 on the Spring 2018 ELA Reading FSA. The target is to move from 57% of students being proficient to 70% of students being proficient.		
Actions / Activities in Support of ELA Goal	Evidence to Measure Success	
Teachers provide daily opportunities for students to write · Extended periods · In response to text, narrative, explanatory, and reflective · Revision, editing, peer collaboration and sharing	· Rubrics · Formative Assessments · District Common Assessments · FSA ELA Writing (4th and 5th grade)	
Teacher/student conferring (Reading and Writing)	• Teacher anecdotal notes	
Teachers utilize the gradual release model including explicit and modeled instruction, guided practice with teacher support and feedback (to include scoring collaboration with other grade level teachers), and opportunities for independent practice	· Lesson plans · Walkthroughs · Student work samples · Formative Assessments	
Fishbowl/Lesson Study	· Observations · Reflections · Purposeful planning and follow up	
Assessment data to be used during intentional planning for standards-based whole group and small group instruction	· Lesson plans · Walkthroughs · Student data	

Mathematics Goal	Goal Managers: Melinda Carney and Francesca Dave	
To reduce the percentage of students earning levels 1 and 2 on the Spring 2018 Mathematics FSA. The target is to move from 56% of students being proficient to 70% of students being proficient.		
Actions / Activities in Support of Math Goal	Evidence to Measure Success	
Presenting a high rigor “Problem of the Day” (minimum of three times per week) and explicitly teaching problem solving strategies · Productive struggle · HOT Questions from Go Math! · Program to be determined by beginning of September	· Lesson plans · Walkthroughs · Student work samples	
Teachers utilize systemic documents to effectively plan for mathematics units that incorporate the Standards for Mathematical Practice and rigorous performance tasks aligned to Mathematics Florida Standards (MAFS) · Resources: eLearn, CPALMS · Incorporate real-world connections	• Lesson Plans • Walkthrough Data • PLC Notes	
Vertical articulation between grade levels to support and plan for remediation and enrichment	• PLC Notes • Walkthrough Data	

Science Goal	Goal Manager: Eliza Suerte	
To reduce the percentage of students earning levels 1 and 2 on the Spring 2018 SSA. The target is to move from 57% of students being proficient to 70% of students being proficient.		

Actions / Activities in Support of Science Goal	Evidence to Measure Success
Administer the fifth grade diagnostic assessment · Utilize the results to plan instruction for each unit · Share assessment data schoolwide · Teachers will identify instructional resources to support the on-going review with an emphasis on Think Central Digital Lessons and information text and vocabulary academic gaming	· Assessment data · Walkthroughs · Lesson plans · Teacher notes and observations
Develop and maintain lab schedule for grades 2-5 and monitor pre and post data for each lab (3-5).	· Lab schedule · Lesson plans · Walkthroughs · Lab assessment data
Review Science MAP Data (grades 3-5) and use it to inform instruction	• MAP Assessment Data • Lesson Plans
Focus on the 10-70-20 model of instruction and increase monitoring and accountability in all grade levels · Emphasis on K-2 · Reflection journaling · Effective use of SLAGs	· Lesson plans · Walkthroughs · Science journals · SLAGs
Participation in district science fair	• Lesson plans • 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: Randy Strawder
Maintain and Increase the number of students regularly participating in after school STEM classes.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Recruit STEM teachers and students	Number of STEM Classes Scheduled

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Before/After School Enrichment Clubs	Goal Manager: Mitchell Carney
Create and provide meaningful student enrichment clubs to support all students.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Survey Staff and Student interest in attending before/after school enrichment clubs	Staff and Student Response

Staff plan for and provide before/after school enrichment clubs on a scheduled basis.	Student Registration and Master Scheduling of Student Clubs.
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Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: ELA L25	Goal Manager: Natalie Baker
Increase learning gains within this subgroup with a target of 60%	
Actions / Activities in Support of Goal	Evidence to Measure Success
Identify students within subgroup Teacher and PLC notes	Identify students within subgroup Teacher and PLC notes
Invite students to ELP ELP invitation and attendance list	Invite students to ELP ELP invitation and attendance list
Utilize VE Resource teacher Lesson plans	Utilize VE Resource teacher Lesson plans
OPM data collection OPM data	OPM data collection OPM data

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Math L25	Goal Manager: Natalie Baker
Increase learning gains within this subgroup with a target of 60%	
Actions / Activities in Support of Goal	Evidence to Measure Success
Identify students within subgroup Teacher and PLC notes	Identify students within subgroup Teacher and PLC notes
Invite students to ELP ELP invitation and attendance list	Invite students to ELP ELP invitation and attendance list
Utilize VE Resource teacher Lesson plans	Utilize VE Resource teacher Lesson plans
OPM data collection OPM data	OPM data collection OPM data

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy Schools	Goal Manager: Natalie Baker
Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	
Actions / Activities in Support of Goal	Evidence to Measure Success
In 2015-16, school was eligible for national recognition in <u>5 out of 6</u> 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 <u>6 out of 6</u> Alliance for a Healthier Generation’s	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.

Healthy School Program Assessment Modules.	
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Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: Robert Kalach, Natalie Baker, Jillian Black
Increase black student achievement on FSA ELA from 33% proficiency to 60% proficiency. Increase black student achievement on FSA Math from 25% proficiency to 50% proficiency.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Access student assessment data for base line information.	MAP and FSA
Review individual student academic progress to monitor growth and develop support interventions if needed.	MAP and FSA Results, MTSS/Rtl Tier II or Tier III Plans completed
Establish Culturally Responsive instructional approaches/strategies in all classrooms.	Intentional Lesson Plans Created to engage black students. Identify and secure teaching/learning materials that are aligned to Culturally Responsive instruction.
Ensure teachers have access to real-time data specific to black students with personalized plans to have effective data chats and promote positive student achievement.	Data Chats PLCs Walkthrough data

Subgroup Goal (ELL)	Goal Manager: Natalie Baker
We will establish baseline data for this subgroup this year, given our current student population of English Language Learners.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Identify ELL students individually by teacher	Class lists
Share and provide instructional staff support on the ESOL Strategies for planning effective instruction that supports ELL students. Teachers plan for differentiating instruction utilizing the ESOL Strategies.	Teacher Lesson Plans

Subgroup Goal (ESE)	Goal Manager: Maureen Moran and Natalie Baker
Increase the percentage of SWDs meeting proficiency on FSA ELA from 37% to 60%. Increase the percentage of SWDs meeting proficiency on FSA Math from 41% to 60%.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Collaboration/Articulation between Classroom Teachers and ESE Service Providers to establish a clear understanding of responsibilities that directly support the grade level standards and specialized instruction/accommodations as listed on IEPs.	IEP Goals written to incorporate reference of support to the grade level standards. MAP Data FSA Data

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:
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Place goal statement here (additional goal only if needed).	
Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

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

Early Warning Indicator (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Grade Select	Grade Select	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA / Math)			4/11	14/10	11/12			29/33	19%/22%
Students with excessive absences / below 90 %	3	5	2	5	8			23	6.8%
Students with excessive behavior / discipline**	2	1	0	4	4			11	3.2%
Students with excessive course failures**	2	1	2	9	4			18	5.3%
Students exhibiting two or more Early Warning indicators	0	0	0	4	2			6	1.8%

*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.
Reduce the number of students with “High Absences” by 50%.	

Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
Child Study Team to review student attendance data biweekly.	Meeting Minutes

Increase parent awareness of the importance of maintaining positive school attendance for their children.	Provide frequent reminders through monthly newsletter, school website postings, individual parent letters, and face to face meetings.
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EWS - Discipline

Discipline Goal	Please ensure that your goal is written as a SMART goal.
GBEMS will reduce the number of discipline infractions involving “Physical Misconduct” and “Misconduct resulting in Class/Campus Disruption” 50% (A reduction in the total number of Discipline Referrals by 10).	

Actions / Activities in Support of Discipline Goal	Evidence to Measure Success
Train staff in the implementation of Restorative Practices.	Reduction in student misconduct
Through building a school culture around the mindset of Restorative Practices, staff, students, and families will develop proactive skills and strategies to support a safe learning environment.	Reduction in student misconduct that result in loss of learning/engagement

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.

GBEMS will utilize the MTSS/RtI Performance Matters platform to monitor and track student progress for both academics and behavior.

Early Intervention / Extended Learning Goal	Please ensure that your goal is written as a SMART goal.
Appropriately identify and enroll students targeted for specific academic support into before/afterschool intervention groups (Students/Groups to be monitored through MTSS/RtI P.M. platform).	

Actions / Activities in Support of Goal	Evidence to Measure Success
Assess/Screen all currently identified students by the end of August 2017.	Student Assessment Results
Through the MTSS/RtI Coach as facilitator, develop individual student success plans for intervention and monitoring.	Development of Intervention Plans for identified students

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	23	% with advanced degrees	56.5%
% receiving effective rating or higher	91%	% first-year teachers	13%
% highly qualified (HQT)*	100%	% with 1-5 years of experience	13%
% certified in-field**	100%	% with 6-14 years of experience	34.8%
% ESOL endorsed	13%	% with 15 or more years of experience	39.1%

*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.

GBEMS makes hiring and retaining a highly qualified and diverse instructional staff a top priority. As a Magnet School entering into our 4th year, all Staff are required to sign an “Instructional Staff Magnet Agreement” form that stipulates expectations that are above and beyond the normally contracted expectations. The agreement includes key focuses on the commitment to support the school’s magnet program/theme, attend additional professional development trainings, attend additional events/functions that support the school’s magnet program/theme.

GBEMS is a small school setting that has been successful in retaining staff and promoting their professional development to make them viable candidates for promotion. The administration of GBEMS works closely with the PCS Human Resources Department to fill any staff vacancies with special attention to promoting staff diversity.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Tonya	Elmore	White	Parent
Ruth	Cisco	White	Parent
Chris	Wendel	White	Parent
Michael	Karadoudas	White	Parent
Alania	Taylor	Black	Parent
Yashika	McKinnon	Black	Parent
Lorreka	Burtton	Black	Parent
Mellissa	Holt	White	Parent
Terry	Finnerty	White	Business/Community

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

Every Tuesday throughout the school year, our MTSS/RtI Team convenes meetings for the purpose of monitoring school wide student academic and behavioral data.

***Note – The MTSS/RtI Team may and will schedule and convene meetings in addition to the designated Tuesday meeting every week to best serve and support students in a timely manner.

The MTSS/RtI Team members consist of:

- Chair – MTSS/RtI Coach, Natalie Baker
- Curriculum Specialist – Jillian Black
- Classroom Teacher – As Determined by Student
- Parent/Guardian – As Determined by Student
- Administrator – Robert Kalach

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.

School Improvement funds will be allocated in ways that support Student Achievement and Staff Development and to support the development of school improvement initiatives as determined through the school year. Examples to include, but, not limited to: Purchasing of instructional materials, technology not otherwise funded through other sources, staff stipends, procurement of professional development trainers and materials (PBL, Magnet Theme of Innovation and Digital Learning). All budget SIP Budget expenditures will be presented to the SAC for review and approval in accordance with GBEMS SAC Bylaws.