School Improvement Plan
2017-18

Leila G. Davis Elementary School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal: William Durst	SAC Chair: Ellen Lasher

School Vision	Leila G. Davis Elementary will exceed county and state expectations as one of the top elementary schools in Pinellas County devoted to highest student achievement, character development, and individual success.

School Mission	The mission of Leila G. Davis Elementary is to prepare students for middle school by providing a nurturing and academically challenging education through the unified efforts of the total school community.

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
770	2.9	5.5	15.1	3.7	72.6	.2

School Grade	2017: A	2016: A	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	66	65	70	77	72	80						
Learning Gains All	66	55	63	76								
Learning Gains L25%	55	41	53	54								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	William	Durst	FT	4-10 years
Assistant Principal	Kathryn	Gualtieri	FT	Less than 1 year
Teacher	Kali	Kopka	FT	1-3 years
Teacher	Robyn	Johnson	FT	4-10 years
Teacher	Janet	Krueger	FT	11-20 years
Teacher	Alysha	Carollo	FT	1-3 years
Teacher	Krista	Lemon	FT	4-10 years
Teacher	Colleen	Burr	FT	1-3 years
Teacher	Cindy	Kirley	FT	11-20 years
Guidance Counselor	Mona	McGregor	FT	11-20 years
Media Specialist	Shannon	Scott	FT	4-10 years
Head Plant Operator	David	Menard	FT	1-3 years
Secretary/Bookkeeper	Alzena	Patten	FT	4-10 years

Total Instructional Staff:	9	Total Support Staff:	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).

- Guidelines for Success (GFS) - R.O.A.R. (Respectful, On Task, Aim High, Responsible) All classrooms have the GFS, "R.O.A.R." poster displayed for all students to see. During the first week of school, classroom teachers and staff will explicitly teach these four behavioral expectations using the R.O.A.R. acronym. As warranted, positively re-teaching these expectations to reach desired behavior.
- All students at Davis will regularly attend guidance lessons with our counselor to teach, address, and model prosocial behaviors. Students who struggle with acceptable and or appropriate behavior will be identified by our MTSS team and scheduled for small group "social skills" lessons with guidance counselor.
- Using our *Certificates of "Paws"itive Behavior*, teachers and staff will recognize and reward students weekly on Fridays for modeling our GFS. Teachers will award at least one winner per week from their classroom and will send them to the library to choose a prize from the school store and record their class participation. In addition, there are four school-wide assemblies (R.O.A.R. Rally) for parents and families to attend that celebrate four students in each class that model our GFS.
- "Common Area Guidelines" are posted throughout campus to serve as reminders. Common Area Expectations also have been provided for each student to write or draw what each expectation looks like/sounds like.
· The implementation of Restorative Practices in our school will seek to build positive relationships with all stakeholders that communicate a common approach to behavior and discipline. As needed, Restorative Practices will be used to help students reflect on behavior that has caused harm and repair the learning environment.
- At Davis we have several expectations for behavior in common areas.
Walking Feet, keep line neat
Mouths closed tight, stay to the right
Hands by your side, show your Davis Pride!

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?

· Our GFS and Common area expectations are explicitly taught in every classroom during the first week of school and re-taught/revisited as needed. To ensure equitable implementation of handling student behaviors, teachers will submit their classroom behavior plans for review by school administration.
· To ensure equitable handling of student behavior, teachers will follow our Incident Flow Chart to determine whether an incident is managed in the classroom or is turned over to the office. When an incident is managed in the classroom the teacher will use the following progression: verbal warning, Behavior Tracking Form, classroom intervention, parent contact, assistance from PBS team, and administrative support. When an incident is managed by school administration, the district progressive discipline guidelines will be followed.

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.

· Primary and Intermediate grades each have monthly meetings (SBLT/MTSS) that focus on targeting the behavioral and academic needs of our students. Academic needs are addressed first, and as needed, identify possible behavioral needs that might act as barriers to their success. Behavioral support is provided by our administrative team, school psychologist, social worker, guidance counselor, and staff with CPI Level II certification. As more profound social/emotional needs are identified, social groups are formed by guidance counselor to support those students.

· All classes regularly attend character education guidance lessons that focus on age appropriate topics. This is also an opportunity for school-wide social/emotional needs to be addressed.

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?

Monthly MTSS meetings are held to address the physical, social and emotional needs of students needing additional support. In addition, MTSS continuously monitors fidelity of Tier 2 and 3 interventions for students requiring supplemental and intensive supports. Teachers communicate ongoing student needs to their grade level Data Champion where issues are presented to the team and documented for follow-up and support. A database of these Tier 2 interventions is maintained by our school psychologist on *One Drive* to document steps taken and interventions put in place. Guidance Counselor meets with students identified for social groups weekly and check-in process for students in 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).

In our monthly SBLT/MTSS meetings and weekly PLC's, classroom teachers, VE Resource teachers, and school administrators continually monitor performance and progress results from assessments through Performance Matters, EDS/School Profiles, Data warehouse, ST Math, iStation, Aimsweb, Running Records, and classroom assessments. Administrative Data chats are also conducted with grade level teams and individual teachers to review data and develop action plans for improvement. In addition, leadership bodies such as SAC, MTSS, and SLT routinely reviews other sources of data that may impede student academic progress such as, attendance, behavioral tracking forms, disciplinary infractions and administrative responses from EDS-School's Profile.

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?

- School administration ensures high expectations for the success of all students by attending weekly PLC's, being visible throughout the campus, identifying areas for professional growth, seeking to host professional development trainings at Davis, Measures of Academic Progress (MAP) data chats, monitoring for evidence of planning for differentiation (gifted and ESE students), and standards-based lesson plans aligned to Depth of Knowledge (DOK) embedded in each content standard.
- Teachers are accountable to challenge all learners by intentionally planning rigorous tasks, activities and assignments that provide equitable opportunities.
- School administration monitors usage of ST Math to ensure school percentage of syllabus completion is meeting district expectations.
- MTSS monitors usage iStation to make recommendations for appropriate levels of use with each tier of instruction.
- MTSS is monitoring the documentation of Tier II and III research-based reading interventions within iStation by teachers to ensure fidelity of implementation.
- MTSS creates flexible groups of students for additional support utilizing high-quality practices such as Jan Richardson's Guided Reading routine, Leveled Literacy Intervention (LLI), and teacher directed lessons from iStation.

⬡ 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?

Goal: At Davis we promote a positive, risk-free culture where all stakeholders feel safe and welcome. We encourage a climate that our students and teachers feel socially, emotionally, and academically supported. Ultimately, our goal is that all stakeholders will partner together with student learning to promote and strengthen positive school culture and enhance pro-social relationships within the school community. **Strategy:** Implement **PCS** *Restorative Practices* and conduct a yearly review of our AdvancED survey responses to measure effectiveness.

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Implement PCS Restorative Practices using the Whole-School Implementation Guide with all staff. Our 5th grade team will begin to use restorative circles to build positive relationships as central to building community, and introduce processes that repair relationships.	School Administration School Leadership Team Teachers Family & Community Liaison

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.

Goal: We continue with a positive trend at Davis where there are no discipline gaps between our Black and Non-Black students. In third and fifth grade ELA and third grade Math we will reduce the achievement gap by at least 10% for our Black students as measured by the 2018 FSA. We will continue to make progress on our goal to decrease the learning gap in the area of ELA and Science with our Hispanic students by at least 10% as measured by 2018 FSA.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We will closely monitor the academic performance results and behavioral incidents of our Hispanic and Black students. Performance results in all content areas will be monitored to identify trends in standards performance to determine next steps for instruction, remediation, and enrichment.	School Administration MTSS General Education teachers Guidance Counselor

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?

> The instructional expectations at Leila Davis are that standards-based instruction, aligned to DOK, will occur by teaching each Cycle of instruction that has been developed by the district. For the 2016-17 school year we conducted an Appreciative Inquiry Project with our third grade team that focused on creating quality assignments and planning for higher order DOK tasks and activities. The results produced positive results that will be rolled out to our fourth and fifth grade teams this year. The goal to increase the rigor of instruction and student engagement will be enhanced by using resources such as Thinking Maps, CPALMS, Marzano's DOK taxonomy, use of key Marzano instructional strategies, and review of lesson plans by administration to monitor for rigor and provide specific feedback. Many teachers are planning extensively to meet the varied needs of our student population. To measure our success, we reviewed performance data for each module/cycle of instruction, lesson plans, and monthly progress monitoring data.

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?

> Key areas of improvement for Leila Davis: To increase rigor by developing a Deeper understanding of standards covered in modules/cycles of instruction, to increase understanding of *Marzano's Taxonomy* for more detailed lesson plans for differentiation (gifted/ESE students) and levels of instruction to thoroughly embed knowledge into student thinking. To determine these needs, we reviewed data from multiple sources to draw our conclusions, these sources include: Data from formal and informal observations, 2017 FSA data, 2017 Stanford 10 data, iStation monthly ISIP, and district common assessments.

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.

At Leila Davis teachers measure student growth with formative classroom assessments, Measures of Academic Progress (MAP), monthly iStation ISIP, ST Math progress/mastery, and state assessments. State assessment data is analyzed by teachers to identify every student's past strength and weakness in performance in order to understand the initial instructional needs. Goals and scales are aligned to the Florida Standards and used in the classroom to measure student progress towards meeting each standard. As content material is taught, multiple checks for understanding are used to determine next steps in instruction. From these checks for understanding, small group instruction is employed to accurately meet the individual learning needs of every student. MAP data is analyzed after each cycle of instruction to identify strength in standards performance and opportunities for growth. Grade level and individual data chats are held with grade level colleagues, resource teachers, and school administration to support and develop strategies for remediation and enrichment.

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).

The instructional staff at Leila Davis supports all students in reaching grade level proficiency by monitoring academic and behavioral data. Students who are struggling to meet grade level academic proficiency are identified by classroom teachers and in our bi-weekly MTSS meetings. Our MTSS reviews data from multiple sources to ensure students are receiving the interventions and supports needed to reach grade level proficiency. Adjustments to instruction are ongoing to ensure every student is progressing. Fifth grade teachers at Leila Davis continually support the transition to middle school by ensuring proper placement into ELA and math subjects. Our school guidance counselor hosts multiple articulation meetings with middle schools in an effort to provide students the opportunity to ask questions and alleviate any fears they may have regarding going to middle school. Middle school performing arts ensembles in our area are scheduled to perform for our fifth grade scholars in an effort to recruit for their programs.

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?	
Differentiated instruction and targeted skill interventions in ELA	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data is collected and analyzed through iStation in all grades. Grades K-2 will also use Jan Richardson's running record kits and Kindergarten will use Footprints of Literacy. Tier 2 instructional data is collected through bi-monthly "On Demand" assessments for each student specifically targeting skill deficiency. Students in Tier 3 are progress-monitored weekly using Aimsweb. This data is monitored and reviewed monthly by classroom teachers, school administration, and MTSS for fidelity of documenting intervention in iStation and to provide next steps in instruction and usage.	School Administration Teachers MTSS
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?	
Rigorous lesson planning for ELA and Math that is aligned to DOK for each standard	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Teachers will collaborate in weekly PLC's to create lesson plans that include detailed instructional strategies to be used with students in the lowest 25 percent and also to increase content rigor for high-performing and gifted students. School administration will attend weekly PLC's and routinely review lesson plans for evidence of rigorous planning that shows differentiation for all students including our gifted and ESE students	School Administration Grade level classroom teachers Data Champions

Goal 3 : 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?	
Use of Thinking Maps with fidelity across all grade levels as a resource for core instruction to establish a consistent language for learning. The use of Thinking Maps will help teachers map content concepts, differentiate instruction, increase student engagement, and make real-world associations with content areas.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Through walkthroughs and observations, Lesson planning PLC's, differentiation in all subject areas, monitoring of lesson database on OneNote	Grade level *Thinking Map* facilitators School administrators

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 positive feedback from question number 8 and 32 of our Advance Ed staff survey,
our school administration will continue to maintain a genuine open-door policy to give all staff members the opportunity to provide input, address instructional pedagogy, identify operational concerns, and to celebrate both personal and professional success. Our school theme that unites all stakeholders is centered around the phrase "Dream Big". All staff members at Davis are referred to as the "Dream Team", a concept that permeates communication and unites all staff. All instructional and support staff members receive a "Dream Team shirt to wear on Fridays as a showing of unity and pride. This year our inspirational quote is *"The Bigger the Dream, the More Important the Team"*

Davis also has numerous processes and activities to promote positive working relationships between teachers at our school. PLC's will be used for collaborative planning and instruction to create Thinking Maps, unpack standards, develop Learning Targets, share/create appropriate activities, develop aligned formative assessments, disseminate, and analyze student achievement and behavioral data. School administration is an integral part of every grade level PLC and provides clarification, interpretation, and guidance.

Implement Restorative Practices according to district timeline including Community Building, Introduction to Restorative Practices Workshop, and incorporating use of Restorative Circles in school-based professional development.

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.

Our school's plan for supporting collaboration is based on weekly scheduled grade level PLC's that are built into the master meeting schedule. This provides each grade level with a common planning time during the art, music, and PE block. Administration regularly attends PLC's to ensure standards collaboration, unit planning, and analysis of assessment data relative to standards performance and alignment of classroom activities, assignments, and formative assessments. Our goal for PLC's is to create a sustainable "way of work" (team assigns equitable tasks) by building the capacity of teams to design high-quality assignments that are aligned to DOK built into standards. As a result, teachers will create plans and daily *Learning Targets* that give students more opportunities to grapple with higher complexity activities/tasks.

⬢ **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?

Focus for Professional Development
- Inspire teachers through rigorous planning, to create content rich environments where all students learn at a high level of complexity

Evidence for increased effectiveness and learning
- PLC's focused on instructional, planning, and assessment strategies
- Healthy discussions about DOK and targeted tasks that build and extend the level of each standard
- The desire of team members to contribute, listen, and collaborate
- Improvement of Hispanic student performance to other subgroups in their cohort

Next Steps
- Share all results with an appreciative view
- Build capacity of team to help facilitate this "way of work
- Expand project to 4th and 5th grade teams

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?
Thinking Maps	Summer	Representative from each grade level.	Individual student goal-setting for learning, increased rigor in student work, and better understanding of Learning Goals and Scales
Understanding the ELL "Can Do's" and instructional strategies to support academic growth	Pre-school/Fall	Instructional staff	Planning, student motivation to work, improve learning gains
Office 365	Pre-school	All staff	Greater organizational efficiency and timely effectiveness
Differentiating for the Gifted and high-achieving students	Pre-school/Fall	Instructional	Planning, student motivation to work.
Differentiating for struggling students (ESE, L25)	Fall/Spring	Instructional	Increase in learning gains
Creating quality assignments	Ongoing	Instructional 3-5	Create a standard of measure across a grade level for progress monitoring
Twitter	Fall / Spring	All Staff	Staff communication with stakeholders, Teachers creating their own professional Learning Networks
Marzano Taxonomy	Ongoing	Instructional	Build common language of content complexity and intentionally create lessons that provide more practice in the DOK in each standard.

| Restorative Practices | Pre-school/Fall | All Staff | Improve quality of relationships with students and adults. Establish a shift in our approach with students that may challenge and disrupt learning environment |
| Understanding the ELL "Can Do's" and instructional strategies to support academic growth | September Curriculum Meeting | Instructional Staff | Planning, student motivation to work, improve learning gains |

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 <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).

- We will continue the many successful programs organized by our PTA and the All Pro Dads club. Events such as bingo night, movie night, trunk-or-treat, music and art exhibitions/concerts, Spring Fling carnival and field day are some of the ways we build positive relationships with stakeholders.
- We will continue our partnership with the Turnbury community and bring two family curriculum/community outreach events to their clubhouse where our ESOL assistants will be available to help with native languages in Spanish and Arabic. This will help provide equitable access to school resources for these families who are unable to attend events on campus.
- We will continue to increase our presence with social media by creating by increasing the frequency of targeted communication on Facebook and Twitter. This is an outreach program to parents and the community regarding information on academic and non-academic events happening at our school.
- Based on our results from the AdvancED climate survey, teachers will be diligent in communication with parents to keep them informed of every students' academic progress and classroom behavior.
- Identify one parent lead to participate in Restorative Practices implementation team. In addition, parent leaders attend monthly district RP Professional Learning Community

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.

- Every parent has the opportunity to meet with their child's classroom teacher to review all student performance data and understand how to interpret that data in supporting the learning at home.
- We are coordinating efforts to schedule curriculum and technology events as a means of helping parents to understand our academic programs and the technologies to support learning. One of these events will include reaching out to the Turnbury apartment community in the attempt to connect with many of our Hispanic and students on free-reduced lunch program.
- We will continue to research and implement non-face-to-face events for families with limited transportation. These events would be academic in nature and use our various social media/web-based options to convey the information.

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.

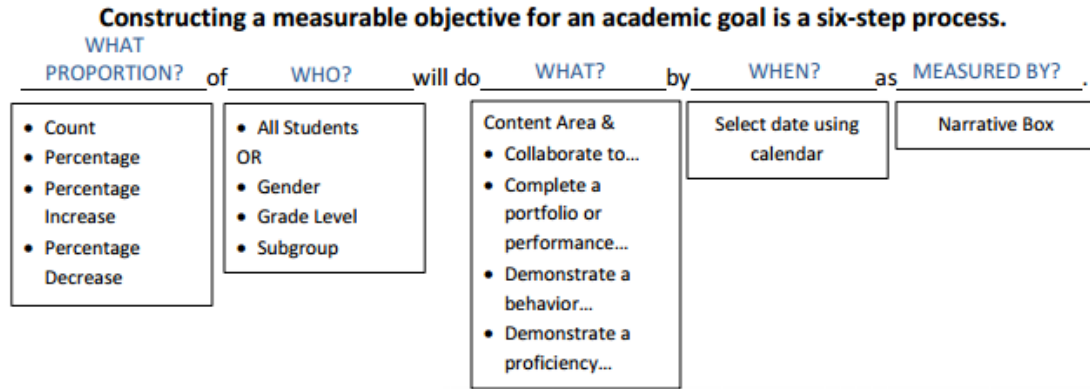| Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	☐	☐	☐	☒
Families who regularly log onto PORTAL to check student grades / assignments, progress.	☐	☒	☐	☐
Families who are in regular 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?	
Increase efficiency and penetration of communication with parents	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Increase the frequency of targeted communication using social media outlets such as Facebook and Twitter	School administration/Media Specialist

Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Increase our visibility in the community and parental involvement of students who are Economically Disadvantaged	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We will reach out to our Economically Disadvantaged families by hosting at least one curriculum outreach event at the Turnbury Apartment community clubhouse.	School Administration, Team Leaders, Family/Community Liaison, and ESOL assistant

Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
Create opportunities for greater access for families with limited transportation	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Create academic engagement opportunities for families by publishing agendas, presentations, minutes of meetings, and use of social media to increase access for those unable to meet face-to-face.	All staff

{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:** Angelle Gallers
- Students meeting grade level achievement performance will increase from 64% to 80% as measured by 2018 FSA - Student *Learning Gains* will increase from 66% to 75% as measured by 2018 FSA *Learning Gains* of the Lowest 25% will increase from 55% to 65% as measured by 2018 FSA	
Actions / Activities in Support of ELA Goal	**Evidence to Measure Success**
- Teachers intentionally plan instruction aligned with a high-level of rigor by using Marzano's Taxonomy DOK and adjust instruction through the use of talk, task, text, and student needs - Ensure students have ample time every day to practice independently what was taught in reading and writing, allowing for strategic practice as well as building stamina for longer and longer reading and writing projects across the grade levels as well as the calendar year - Students will actively participate in creating, reading, and using thinking maps to gain better understanding of content and a higher (DOK)	• MAP Assessments • Formative assessment • 2017 FSA data • Running Records • OPM data for tier 2/3 students
- Teachers promote self-regulation designing teaching to move students to independence, whether in their engagement in classroom routines, their application of a strategy in reading, or their ability to reflect on a specific characteristic of their writing - Teachers meet in PLC's/conduct data chats regularly to review student responses to tasks and plan for instruction based on data - Teachers and students analyze tasks using reading and writing rubrics to determine where students are in relation to the standard and what's next - Teachers utilize Istation as a way to differentiate instruction and monitor progress	• iStation monthly ISIP data • On-demand assessments • iObservation "content" data

Mathematics Goal	**Goal Manager:** Colleen Burr
- Students meeting grade level achievement will increase from 70% to 80% as measured by 2018 FSA - Student *Learning Gains* on the FSA will increase from 63% to 75% as measured by 2018 FSA *Learning Gains* of the Lowest 25% will increase from 53% to 65% as measured by 2018 FSA	
Actions / Activities in Support of Math Goal	**Evidence to Measure Success**
- Teachers utilize systemic resources provided on the Elementary Mathematics e-Learn site. - Teachers and instructional leaders analyze summative data (MAP, FSA) by individual class and across each grade level breaking down results by standards and/or domain - Teachers utilize ongoing formative assessment (MFAS tasks) and use the information gained to adjust instruction, enrich and reteach , and provide research-based interventions	- Walk-throughs - Math Learning Goals/Scales posted for student use - Formative data from district-developed assessments in *Performance Matters* - Data from MAP assessments
- Teachers collaborate to select and implement rigorous tasks aligned with each standard - Teachers utilize the PCS Mathematics Games documents to build fluency - Students will actively participate in creating, reading, and using thinking maps to gain better understanding of content and a higher (DOK)	- Administrative walk-throughs - Monitoring submitted lesson plans in *One Note.* - PLC notes that reflect collaborative planning for instruction and assessment.

Science Goal	**Goal Manager:** Erin Johannessen
Students meeting grade level achievement will increase from 72% to 80% as measured by 2018 SSA.	
Actions / Activities in Support of Science Goal	**Evidence to Measure Success**
- Use of 5th grade Science diagnostic data of 3rd and 4th grade science standards for formation of ELP remediation. - Students will actively participate in creating, reading, and using thinking maps to gain better understanding of content and a higher (DOK)	- Mid-year district Science diagnostic - MAP Assessments
- Teachers use item analysis strategies in *Performance Matters* to review diagnostic data and identify lowest performing 3rd & 4th grade standards for LIFE, PHYSICAL, EARTH, and Nature of Science (NOS) - Teachers will identify instructional resources to support the on-going revew w ith an emphases *Think Central Digital Lessons* and informational text and vocabulary - Teachers develop and adhere to a Science Lab schedule where ALL 3rd, 4th, and 5th grade students will complete the identified progress monitoring assessments, science lab investigations and Citizen Scientist research and data collection. - Develop 2nd grade Science Lab schedule and monitor for consistent implementation	- Monitor Pre/Post lab test results - Monitor lesson plans for content rigor - Use SLAGS - Success Criteria

⬡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:** Kali Kopka
Maintain an after school STEM Academy to increase access to STEM content for students with an increased focus on under-represented populations	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
- Curricula will be driven by problem-solving, discovery and exploratory learning that actively engages students using the engineering design model. - STEM Academy teachers will utilize innovative instruction that promotes higher order thinking skills and a greater DOK - Teachers will utilize a STEM inquiry project throughout the duration of the STEM Academy to engage students in inquiry and engineering design which will be displayed at the annual PCS STEM Expo	- MAP assessments 2018 FSA Math 2018 SSA - FSA Learning Gains

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: STEM	**Goal Manager:** Shannon Scott
Teachers will incorporate Science, Technology, Engineering and Mathematics concepts into the school day.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
The school will establish a Makerspace for students to visit on a regular schedule.	- Science and Math MAP scores - Closing of Achievement Gap
Teachers will incorporate STEM challenges in their classrooms that integrate these concepts with their curriculum to enrich content standards.	2018 FSA Math 2018 SSA - FSA Learning Gains

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy Schools	**Goal Manager:** Marisa Rivera
Goal: Achieve Bronze Level recognition with the Alliance for a Healthier Generation and to become eligible for national recognition in <u>6 out of 6</u> Alliance for a Healthier Generation's Healthy School Program Assessment Modules.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2017.	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.

🔵 Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: Mona McGregor

- Increase the percentage of students scoring a level 3 or higher in ELA from 52% to 65% as measured by the 2018 FSA
- Increase the percentage of students scoring a level 3 or higher in Mathematics from 56% to 70% as measured by the 2018 FSA

Actions / Activities in Support of Black Goal	Evidence to Measure Success
- Provide an instructional model that ensures rigorous, culturally relevant instruction for all students using assignments aligned to challenging state standards, engagement strategies and student-centered practices. - Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement.	- Rigorous lesson planning for all students - MAP Assessments 2018 FSA
- Ensure that black students are participating in extended learning opportunities before and after school. - Utilize mentors from partnering community groups for those students struggling to meet proficiency.	Ensure percentage of Black student enrollment in Extended Learning opportunities is least representative of school population

Subgroup Goal (ELL)	Goal Manager: Wanda Sepe

- ELL's across all levels of language proficiency can access, fully engage with, and achieve rigorous grade-level academic content standards, while being supported in developing and using authentic language.
- Decrease the percentage of students scoring a level 1 in ELA from 48% to 25%, and in Mathematics from 44% to 20% as measured by the 2018 FSA

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
- Monitor the implementation of effective lessons that engage EL's and advance learning and language proficiency across the curriculum and provide ongoing feedback - Teachers model academic, high-level English, and encourage EL's to respond and communicate tier own thinking using discipline-specific language.	- Measures of Academic Progress (MAP) 2017 FSA - Monthly iStation diagnostic (ISIP) - IStation monthly targeted skill intervention
- Provide opportunities for professional learning on the use of the WIDA "Can Do" approach for all teachers - ESOL and classroom teachers collaborate and co-plan utilizing the language proficiency data "Can Do" descriptors and the WIDA ELLevation reports.	- Total percentage of families in attendance. - Enrollment in ELP for Math and ELA

Subgroup Goal (ESE)	Goal Manager: Alex Ellerbee

- Students requiring ESE services work towards mastery of meaningful IEP goals in their Least Restrictive Environment (LRE)
- Increase the percentage of students scoring a level 3 or higher in ELA from 34% to 50%, and in Mathematics from 34% to 50% as measured by the 2018 FSA

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	Performance on MAP assessments

• Provide ongoing collaboration with all stakeholders including general education teachers, administrators, parents and school-based staff that support the student.	• Fidelity of interventions administered each month in IStation • Lesson Plan evidence of scaffolding for specific ESE students
• Collect data and monitor progress with IStation and MTSS data spreadsheet towards IEP goals and objectives on an intentional and regular schedule and make adjustments to accommodations and interventions accordingly. • Documenting Interventions administered in iStation and maintain data board in VE Resource room.	• Monthly ISIP

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

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	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)	0	0	0	21	27			48	6
Students with excessive absences / below 90 %	7	6	7	8	8			42	5.2
Students with excessive behavior / discipline**	0	1	0	0	0			1	.001
Students with excessive course failures**	9	3	12	8	13			45	5.6
Students exhibiting two or more Early Warning indicators	0	1	1	9	6			17	2

**Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

⬡ **EWS - Attendance**

Attendance Goal	Please ensure that your goal is written as a SMART goal.
Decrease number students with <90% from 43 to 25 students as measured by attendance rate in Performance Matters.	
Actions / Activities in Support of Attendance Goal	**Evidence to Measure Success**
- Child Study Team (CST) monthly meetings to problem solve reasons or barriers to attendance - Increased parental awareness through use of Facebook and Twitter - Provide access to published media sources stressing importance to families of attendance and learning correlation.	- Decreased absences in FOCUS - CST minutes with interventions notated
Monthly review of discipline data with stakeholder groups including: SAC, Faculty, MTSS.	Decrease in frequency of referrals and Behavior Tracking Forms

⬡ EWS - Discipline

Discipline Goal	Please ensure that your goal is written as a SMART goal.
Decrease the year-end total number of referrals from 30 to 20, as measured by number of referrals reported in FOCUS.	
Actions / Activities in Support of Discipline Goal	**Evidence to Measure Success**
Implement Restorative Circles in classroom	Reduction in number of referrals
Monthly review of discipline data with stakeholder groups including: SAC, Faculty, MTSS.	Increased level of academic performance
Assist classroom teachers with implementation of a PBS for students showing struggles with appropriate behavior	- Reduction in number of referrals - Use of Behavior Tracking forms with fidelity

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.

iStation, 2017 FSA, 2017 Stanford 10, 2016-17 district cycle assessments, 5th grade Science Diagnostic

Early Intervention / Extended Learning Goal	Please ensure that your goal is written as a SMART goal.
Goal: To provide comprehensive remediation and enrichment opportunities for our students as measured by 2017 SAT 10 for 1st and 2nd grade, 2017 FSA, *Performance Matters* unit assessments, MAP assessments.	

Actions / Activities in Support of Goal	Evidence to Measure Success
Identify critical need students for ELA Intervention	• Learning gains of L25 students in grades four and five
Identify critical need students for Math Intervention	• Learning gains of L25 students in grades four and five
Identify critical need students in first grade for Reading Intervention (LLI) with hourly teacher	• Growth in reading level • Exiting students from program for performance success
Identify critical need students in 3rd – 5th grade for Reading Intervention (RELP) with hourly teacher	• Growth in reading level • Exiting students from program for performance success
Develop an Extended Learning Plan to ensure a variety of options for enrichment and remediation are to all students in grades 2-5	• Learning gains in all students. • MAP assessments

⬣ Section 3 – Required Items / Resources

⬣ Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	50	% with advanced degrees	38
% receiving effective rating or higher	TBD	% first-year teachers	4
% highly qualified (HQT)*	100	% with 1-5 years of experience	12
% certified in-field**	100	% with 6-14 years of experience	34
% ESOL endorsed	64	% with 15 or more years of experience	50

*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.

• Participate in district mentoring program for new teachers to the district and new teachers to the school • Participate in district wide job fair if needed • Utilize instructional coaches to support effective classroom instruction including modeling, professional development, coaching

- Participate in partnerships with local universities and colleges by providing opportunities for internships and practicum experiences for college students
- Pair any "new to Davis" teachers with a mentor at their grade level
- We will seek support from Human Resources Department to help increase the number of Black and Hispanic teachers and staff members on campus.
- Design specific interview questions that support grade level and SIP needs

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
William	Durst	White	Principal
Kathryn	Gualtieri	White	Other Instructional Employee
Joann	Correira	White	Parent
Ellen	Lasher	White	Business/Community
Tera	Ester	White	Parent
Kimberly	Brown	Black	Parent
Maryann	McLarty	White	Teacher
Brian	Esparza	Hispanic	Teacher
Cherie	Green	White	Parent
Michelle	Dickey	White	Support Employee
Stephanie	Herman	White	Business/Community

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: 9/26/2017

SBLT / MTSS Leadership Team

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

☒ Yes	☐ No	Chairperson: William Durst

Please state the days / intervals that your team meets below.
Bi-monthly / Primary 2nd Thursday of each month – Intermediate 4th Thursday of each month

⬢ 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.

$3,875.00

- TDE's for Professional Development - $2,000
- Reading Intervention Materials - $1,000
- Differentiation materials to support content rigor $350
- Book Studies $275
- Marzano Instructional elements $250