School Improvement Plan
2017-18

MK Rawlings Elementary

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal:	Rebecca Moore	SAC Chair:	Anairam Zemaitis

School Vision	Always expect the best--- 100% student success!

School Mission	Educate and prepare each student for college, career and life.

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
636	13.5%	17.5%	17.6%	4.7%	46.7%	

School Grade	2017: C	2016: C	2015: D	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	44	41	58	49	45	54						
Learning Gains All	50	48	63	61								
Learning Gains L25%	54	42	47	44								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Rebecca	Moore	FT	4-10 years
Assistant Principal	Jeane	Morehouse	FT	4-10 years
MTSS Coach	Jacqueline	Oester	FT	4-10 years
Total Instructional Staff:	**64**		**Total Support Staff:**	**25**

School Culture for Learning

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).

A school-wide positive behavior plan clearly outlines expectations and processes for creating an environment that is culturally responsive and safe to all students. The PBIS Team, a subcommittee of the SBLT includes the MTSS Coach, administration, school psychologist, social worker, school counselor, gen ed teacher and ESE teacher, uses data to determine interventions and supports necessary to provide a safe and secure learning environment. The faculty has a commitment to PBIS as they have been provided professional development and data resources. The PBIS team determined that a universal system was needed for continuity on the campus.   We have four guidelines for success (expectations) that are posted in each classroom, as well as common areas. These are the expectations and guidelines to promote a safe and secure learning environment. Be respectful, Be responsible, Be safe, Be an active learner. They are reviewed daily in each classroom as well on morning announcements to encourage and motivate students to make good choices. The Restorative Practice Intervention team (RPIT) expanded on our school-wide Guidelines for Success and implemented a classroom positive behavior system for consistency across the school, including specials.   This will allow for a common language to be used across the campus. The RPIT trained the staff and parents on the use of restorative circles. This is now a way of work in staff meetings and every day in the classrooms. The school day begins with a community building circle to promote building positive relationships. Restorative questions are used by all staff members to process student discipline and affective issues in a positive way.

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?

Guidelines for success will continue to be posted in all classrooms as well as common areas. Each teacher and grade level team create an individual and team behavior support plan which is implemented on a daily basis. Training and coaching will be offered from the school based classroom behavior coach. During pre-school training, the school-wide classroom behavior process (flowchart) will be reviewed and then implemented with fidelity by Administration throughout the school year. Teachers will be redirected to refer to the flowchart.

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.

The MTSS Academic and Behavior team use the 8 step problem solving method to address gaps in instruction and student performance. Running record, SAT 10 and FSA scores are used at the beginning of the school year, identifying the lowest 15% of students at each grade level. Throughout the school year MAP assessments, iStation and running records data will be reviewed. The data gathered through these assessments is analyzed in order to plan for instruction and align the available resources. Additional support (Title I Hourly Teachers) is provided to students needing additional instruction. Data chats/planning sessions are held to analyze data and plan for additional instruction. Hourly teachers implement Tier 2 interventions for each identified student and monitor progress, using a progress monitoring tool appropriate for the intervention selected. Progress monitoring data will be collected for

all students in the tier 2 groups, and compared to each other, as well as the grade level expectation. Data will be graphed and discussed at MTSS. If a student is not making sufficient progress, interventions will be adjusted or the students will be moved to Tier 3 Problem Solving. Tier 3 intervention plans are monitored closely by MTSS and follow up meetings are scheduled on a regular basis until interventions are successful.

Social/emotional classroom lessons will be provided by the School Counselor. These lessons are provided in the classroom or in small group (for students needing more support). Commitment to Character will continued to be implemented school-wide. The Restorative Practice Implementation Team will provide professional development throughout the school year introducing restorative practices. We will offer alternatives to suspension, such as after school detentions, parent conferences, parent shadowing opportunities, and peer mediation.

Additional academic supports will be offered after school to enrich and remediate.   Those supports will be provided through Promise Time, STEM clubs (primary and intermediate), Math enrichment and drumming club.   Students are assessed using county provided assessments and site based ongoing progress monitoring.

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?

A multi-tiered system of support is used, providing three tiers of support according to each student's behavioral needs. The class behavior management system and our school-wide rules are used as Tier 1 supports. Tier 2 is a supplemental intervention provided to those students needing additional support or strategies and Tier 3 is a documented intensive intervention provided to students to help overcome significant barriers. Tiers are progress monitored and changes and intensification are addressed in any tier through observations and data driven discussions that lead to action plans. Teachers implement Tier 2 interventions for each identified student and collect progress monitoring data.   Progress monitoring data will be collected for all students in the tier 2 groups, and compared to each other, as well as the grade level expectation. Data is graphed, analyzed and discussed at MTSS. If a student is not making sufficient progress, interventions will be adjusted.   Students struggling physically, socially or emotionally in the classroom are identified by the classroom teacher using a school based created form, then submitted to MTSS. Discipline data is also reviewed, looking for trends where additional support for teachers and/or students may be necessary. These students are discussed at our MTSS meetings and then supports are provided.   Observations are completed by the School Psychologist. Feedback is given to the teacher. One on one or small group counseling or social skills lessons are provided to students in need or as referred by MTSS. The school counselor uses Skill streaming for the Elementary Child, The Guide: Elementary School Guidance Curriculum Activities.

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).

School data is reviewed after each assessment cycle. Reading, Math and Science data is reviewed by administrative team, MTSS as well as PLCs. Data discussions take place during PLCs. After data is analyzed, students are identified for Tier 2 and Tier 3 supports. The MTSS team offers intervention ideas to support student needs. Teams determine action step and share with the leadership team. Administration monitors the progress and outcomes. For example, our greatest success was completing an item analysis of the math common assessment, then generating an action plan for each grade level. Follow up was discussed at a PLC meeting 3 weeks after the action plan was written and executed. The team also monitors weekly discipline infractions.   Referrals and school based Refocus reports are monitored by subgroups and grade levels. Teacher input and support with specific student behavior is documented and referred to the MTSS team on an as need basis.

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?

> The school leader provides a clear vision as to how instruction should be addressed in the school. This is done through a written document articulating the School Wide Model of Instruction for all academic areas. The School Wide Expectations, include curriculum and professional development expectations, are reviewed during pre-school with all teachers and staff. Administrators review all instructional staff Lesson Plans weekly, giving feedback on how to increase rigor and student autonomy when planning lessons based on student formative data. All teachers have been trained in the use of goals and scales and rigorous learning opportunities. Administrators observe during walkthroughs and informal observations teacher's Learning Goals and Scales aligned to FL Standards for reading, writing and math units of instruction posted and referred to throughout instruction for students to track progress and celebrate small and big learning successes. Student learning and data to support high expectations for all students is discussed in weekly PLC's and action plans are written and revisited to determine next steps. Teachers are expected to write individual action plans based on various data sources. Data chats are conducted with the students to set goals and expectations and reviewed after each assessment cycle. In addition, this is used to inform instruction and differentiated small groups. Students document their data and goal setting in their data folder.

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?	
Percentage of students demonstrating behaviors not aligned with the Guidelines for Success will decrease by 5% by the end of the school year as measured by referral and refocus reports.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Provide additional training/book study (Restorative Practices and Better Than Carrots and Sticks: Restorative Practices for Positive Classroom Management) to our teachers and staff, introduction to Restorative Circles, daily review of school rules, and implementation with fidelity, of our school wide positive behavior plan (Rockets).	Leadership Team
Data is reviewed and analyzed monthly, looking for trends at MTSS meetings.	MTSS Team
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.	
Percentage of African American students demonstrating behaviors not aligned with the Guidelines for Success will decrease by 5% by the end of the school year as measured by referral and refocus reports.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Conduct data meetings each assessment cycle to discuss specifically this subgroups learning data and discipline data with teachers. Grade level teams will develop and implement an action plan based on data. Provide additional training to our teachers and staff specific to the cultural of students.	Leadership Team
All African American students will be offered and then assigned a mentor for the school year.	Family and Community Liaison
Data is reviewed and analyzed monthly, looking for trends at MTSS meetings.	MTSS Team

Standards-Based Instruction for Learning

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

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

> To align instruction to state standards teachers participated in grade level PLC planning sessions, Core Connections professional development, and unpacked standards to create learning goals and scales. To increase academic rigor and student engagement teachers participated in Just In Time Coaching for Science and extensive Just In Time Coaching in Math and ELA.
>
> Our successes include teachers increased release of responsibility for learning to students, moving towards student centered classrooms, teacher feedback to students, rigor, and improved monitoring of students. ISM, walk-through and informal and formal observation data was used to measure our success.

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?

> Based on FSA ELA data and data chats regarding these scores with teachers, key areas of improvement are understanding how to plan rigorous reading lessons that include a concise mini lesson and ample time 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. There is also a continued need to improve differentiating small group instruction. Teachers will provide differentiated daily small group guided reading to deficient readers, regardless of additional supports outside of the classroom Teachers will need to regularly assess, both formally and informally, and utilize data to develop individual student action plans, while modifying, adjusting and differentiating instruction. In addition, our students will benefit by increasing their daily independent reading practice to build stamina.

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.

> The teachers continuously use formative assessments to assess learning and to inform instruction. Tasks are monitored for rigor, teachers use HOT questions to check for understanding and release learning in more student centered classrooms. Progress monitoring data is measured monthly and analyzed in PLC's. Reflective questions are used to guide data discussions. Teachers utilize the Performance Matters Baseball Card tool to analyze and discuss data. Teachers also analyze and discuss data resulting from FSA, SAT10, PCS Common Assessment (MAP), iStation, ST Math, and Running Record data.

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).

> School Improvement Goals are posted and reviewed at the beginning of each meeting and posted in our data room groups, where teachers meet for PLC's. The data for all students is posted in our data room including Tier 2 and 3 as well as by subgroups. Our School Improvement Goal Teams meet monthly to track progress in meeting our school improvement goals. All teachers utilize goals and scales as they instruct. Students monitor their growth data with the use of these goals and scales and many also have data folders with their specific data in all academic areas. The MTSS team regularly reviews data as they meet once a week. Achievement data is reviewed for student subgroups in the school. Results for multiple type of assessments are regularly reported and used as document in PLC minutes. After school tutorial and enrichment programs are also in place. Response to Intervention measures are also in place. The school

utilizes UNIFY to analyze and discuss data resulting from FSA, SAT10, PCS Common Assessment (MAP), iSation, ST Math, and Running Record data.

⬡ **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?	
Strengthen relationships with students and build culturally responsive classrooms by implementing daily community circles which will increase student engagement.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Through evidence in lesson plans and daily schedules, daily walk through with the use of the Marzano tool, monitor and analyze discipline during weekly MTSS meetings	Becky Moore
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?	
Increase rigor by delivering concise direct instruction, intentionally using higher order questioning, monitoring learning and providing constructive feedback	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Through daily walk throughs with the use of the Marzano tool, use of a monthly school based instructional support monitoring tool	Becky Moore
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible

Collaboration for Professional Growth

Connections: > **District Strategic Plan**   ●**Goals 1,2,4,5**
Marzano Leadership   ●**Domain 2, 4**

11. Describe your school's efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference <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.

According to our AdvancED survey data, 87% of the staff feel that the leaders regularly evaluate them to improve their teaching and learning. Additionally 85% feel the school leaders provide feedback to improve student learning. Clear expectations are shared via the School Wide Expectations so teachers and staff have full knowledge of the expected way of work. Observations are followed with specific coaching points to support the teachers' growth. The administration is always available to teachers and staff as they have an open door policy. Teachers' requests for necessary materials for instruction are always met.
In efforts to encourage a positive working relationship between teachers, staff and administrators, the leadership team implemented "Thursday Supports" which include weekly coffee for staff. Implementation of community circles will occur at all faculty meetings.

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.

PLC time is provided each Wednesday during their common planning time. This time is sacred and should not be used for parent conferences, team meetings, etc. We follow a block schedule and all grade levels have 45 minutes of common planning daily, as well as time before and after school. A part-time site-based Literacy coach will help the grade level team leader facilitate the ELA Literacy PLC and just-in-time coaches will help grade level team leaders to facilitate math and science PLCs.

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?

Our areas of focus were in Reading and Math. All teachers worked in PLCs with our Just In Time Reading and Math Coach. Reading was focused on Small Group Guided Reading.   Overall, ELA achievement and L35 scores increased. In Math, overall achievement, learning gains and L35 increased as well. Our next steps are to continue this support with our Part Time Reading Coach. She will be at Rawlings two weeks each month. We will continue to focus on small group guided reading. Additionally we will focus on lesson delivery of the core and differentiation during independent work time for the students. For math, we will utilize our school based Math Teacher Leaders from the Math Institute to continue to support teachers.

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	ongoing	All staff	Decrease in Discipline referrals and incidents. Teachers will form stronger and more meaningful relationships with their students.
STOIC/Champs	Pre-school	All staff	Continuity across the campus with the verbiage used by all staff creating clear expectations that are the same in all areas of the campus
NWEA MAP Training	August/Sept.	K-5	Close monitoring of student data and adjust instruction based on outcome
Better Than Carrots or Sticks: A Guide to Restorative Practices	January	All staff	Continue better understanding of Restorative practices
Trauma Informed Care	Pre-school	All staff	Learn how trauma impacts student learning and become trauma sensitive to signs and symptoms of

			drama, using strategies to support students
Reading PD	ongoing	K-5	Experience continued support in guided reading and instructional delivery of the core which will ultimately increase our overall reading achievement scores
Math PD	ongoing	K-5	Workings with the just in time math coach and teacher leaders on effective planning and instructional delivery. Experience support in instructional delivery of the core which will ultimately increase our overall reading achievement scores
MTSS overview	September	All staff	Understanding of the RtI process for academics and behavior

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).

According to AdvancED data, only 74% felt all school personnel regularly engage families in their children's learning progress. Continued open communication via Rawlings Reminders, our school newsletter, Connect Ed messages, open SAC meetings, open PTA meetings, student led conferences and Monthly Lunch Munch for parents to attend monthly parent involvement events and have lunch with their child.

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.

At Meet the Teacher and our Annual Title I Meeting and Open House every classroom teacher informs the parents on how to utilize the student agenda as a two-way parent/teacher communication tool. Teachers offer student led conferences with parents. During these conferences teachers will make connections, developing positive relationships with families, sharing data on student progress and compacts are also signed. Academic Family Involvement Events will provide opportunities for parents to learn and practice strategies to support their child's learning at home.   Connect to Success computers are provided for all intermediate students who do not have technology access at home, providing equal access to technology needed to be successful in school, extends learning beyond the class room, and

expands digital opportunities for all students.   We further invite lower grade students to receive computers when we have additional computers available.

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.

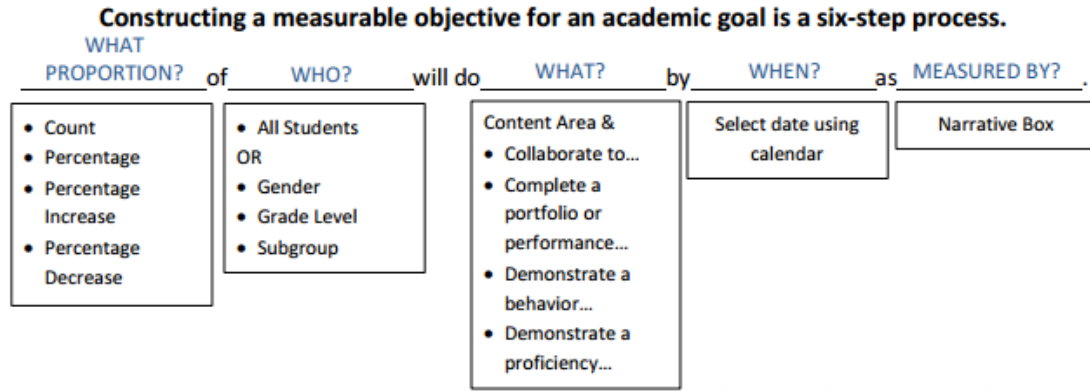| Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	☐	☐	☒	☐
Families who regularly log onto PORTAL to check student grades / assignments, progress.	☐	☒	☐	☐
Families who are in regular 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 family engagement in their child's learning progress	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Implement student led conferences during a lunch munch in the fall and spring	Classroom teacher

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?	
Develop a stronger relationship with the Landings at Cross Bayou which is a low income housing development	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Implement outreach evenings at the Landings providing necessary items such as clothing, school supplies and developing a closer relationship with families	MTSS coach (Jacqui Oester) and social worker (Kara Pellin)

Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

{Section 2} – Targeted School Goals / Action Steps

Academic Goal

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

WHAT PROPORTION? ___ of ___ WHO? ___ will do ___ WHAT? ___ by ___ WHEN? ___ as ___ MEASURED BY? ___ .

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

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

ELA / Reading Goal	Goal Manager: Adea Arrison

Percentage of students scoring proficient and higher in reading will increase from 44% to 57% by the end of the school year as measured by MAP assessments, iStation, running records, and FSA.

Percentage of L25 students achieving learning gains in reading will increase from 50% to 57% by the end of the school year as measured by FSA.

Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Teachers will cooperatively align instruction during their PLC's to meet the Florida Standards for ELA, WIDA, district curriculum, and guidelines, and students by providing opportunities across the literacy block for reading, writing, speaking, and listening and intentionally planned instruction, using the district provided unit planning documents, aligned with a high level of rigor by using Webb's Depth of Knowledge/Marzano's Taxonomy, adjusting instruction accordingly.	Teachers will use learning goals and scales to monitor achievement of the standard. Lesson plans will be reviewed by administration and trends and feedback from walkthroughs using the ISM protocol tool will be shared with teams and individuals as needed.
Teachers will regularly assess, both formally and informally, and utilize data to develop individual student action plans, while modifying, adjusting, differentiating instruction and provide targeting feedback to students on growth toward the standard (data chats).	Teachers will assess students using unit formative assessments and running records three times a year using Teacher College Running Records/Jan Richardson Running Records and record, report, and discuss this data during PLC's. Student data action plans will be developed,

	implemented and modified after data is reviewed. Leadership will conduct grade level data chats in August and after each MAP assessment cycle.
Teachers will provide differentiated daily small group guided reading to deficient readers, regardless of additional supports outside of the classroom.	Teachers will use Jan Richardson's Guided Reading Routine as well as other small group methods, iStation, and one to one student conferences to meet the unique needs of their students.
Teachers will provide multiple opportunities for online assessments.	Teachers will use Think Central and UNIFY to create online assessments.
Teachers ensure students receive a concise mini lesson (8-10 minutes) and 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.	Teachers will use timers to monitor timing of mini lesson and independent practice Students will have 30 minutes of daily uninterrupted independent reading with accountability.
A Part-time Reading coach will provide support to teachers in all grade levels, including modeling, co teaching, conferencing, developing lessons, and a professional development.	Reading Coach will document their support in their weekly schedule and teachers will complete weekly PLC Feedback forms
Fourth grade students will participate in Fantastic 40 for the first 40 minutes of each day. Classroom teachers and support personnel will each provide small group instruction for 2 groups of students. While students are not in small groups, they will be working on assignments in iStation. Small group books will focus on Science concepts.	Teachers will use Spring MAP scores as well as ISIP scores to monitor student progress and success.

Mathematics Goal	Goal Manager: Phi Nguyen and Rachel Sobczak
Percentage of students scoring proficient and higher in math will increase from 58% to 63% by the end of the school year as measured by MAP assessments and FSA. Percentage of L25 students achieving learning gains in math will increase from 47% to 50% by the end of the school year as measured by FSA.	
Actions / Activities in Support of Math Goal	**Evidence to Measure Success**
Teachers will align instruction to meet the Florida Standards for Mathematics, WIDA, district curriculum, and guidelines, and students by providing opportunities across the math block for higher order thinking and	Teachers will use learning goals and scales to monitor achievement of the standard. Lesson plans will be reviewed by administration and

intentionally planned instruction, using the district provided unit planning documents, aligned with a high level of rigor by using Webb's Depth of Knowledge/Marzano's Taxonomy, adjusting instruction accordingly.	trends and feedback from walkthroughs using the ISM protocol tool will be shared with teams and individuals as needed.
Teachers will regularly assess, both formally and informally, and utilize data to develop individual student action plans, while modifying, adjusting and differentiating instruction and provide targeting feedback to students on growth toward the standard (data chats).	Teachers will assess students using unit formative assessments, online and district common assessments three times a year and record, report, and discuss this data during PLC's. Student data action plans will be developed, implemented and modified after data is reviewed. Leadership will conduct grade level data chats in August and after each MAP assessment cycle.
Teacher will use data to differentiate and scaffold mathematics instruction to increase student performance. Monitoring of STMATH	Teachers will provide small group math instruction/remediation, ST Math and conferencing to support student needs.
Teachers will provide multiple opportunities for online assessments and building mathematics basic facts.	Teachers in grades 2-5 will use Think Central (Preparing Students for Florida Standard Assessment) and UNIFY to create online assessments.
The school based math teacher leader will attend the mathematics teacher leader institute and provide support and professional development	Teachers will document support on weekly PLC Feedback forms and sign in sheets

Science Goal	Goal Manager: Michele Rollins
Percentage of students scoring proficient and higher in science will increase from 45% to 64% by the end of the school year as measured by end of unit quizzes, diagnostic data, science lab assessments and SSA.	
Actions / Activities in Support of Science Goal	**Evidence to Measure Success**
Teachers will cooperatively align instruction during their PLC's to meet the Florida Standards for Science, WIDA, district curriculum, and guidelines, and students by providing opportunities across the science block for inquiry and science exploration, using the district provided unit planning documents, aligned with a high level of rigor by using Webb's Depth of Knowledge/Marzano's Taxonomy, adjusting instruction accordingly.	Teacher will also develop rigorous learning goals and scales based on Florida Standards. Lesson plans will be reviewed by administration and trends and feedback from walkthroughs using the ISM protocol tool will be shared with teams and individuals as needed.

Teachers will regularly assess, both formally and informally, and utilize data to develop individual student action plans, while modifying, adjusting and differentiating instruction.	Teachers will utilize pre and post assessments, SLAGS and Success criteria and record, report, and discuss this data during PLC's. Student data action plans will be developed, implemented and modified after data is reviewed. Administrators will monitor during daily walk throughs and documentation in their daily lesson plans.
Teachers will establish routine practice of the 10-70-20 instructional model for students. This model consists of Setting the Purpose, Core Science and Confirming the Learning.	Administrators will monitor during daily walk throughs and documentation in their daily lesson plans.
Teachers will monitor for consistent implementation of instruction, and processes which support the effectiveness of the Science Lab.	Teachers will develop and adhere to a Science Lab schedule where all 2-5th grade students will complete the identified progress monitoring assessments, science lab investigations and Citizen Scientist research and data collection.
Teachers will utilize Just in Time Coaching with a district Science Coach to support the 10-70-20 instructional model for students.	Teachers will document support on weekly PLC Feedback forms and sign in sheets

Other School Goals* / Use Only as Needed

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
Goal Name: Healthy School	**Goal Manager:** Michelle Wiszowaty
Maintain GOLD Level recognition with the Alliance for a Healthier Generation.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Review and adjust last years action plan, create and implement a new action plan	Healthy Schools Program Assessment

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

Actions / Activities in Support of Goal	Evidence to Measure Success

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

Actions / Activities in Support of Goal	Evidence to Measure Success

⬢ Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	**Goal Manager:** Rebecca Moore

- Percentage of black students scoring proficient and higher in reading will increase from 44% to 57% by the end of the school year as measured by MAP assessments, iStation, running records, and FSA.
- Percentage of black students achieving learning gains in reading will increase from 50% to 57% by the end of the school year as measured by FSA.
- Percentage of black students scoring proficient and higher in math will increase from 58% to 63% by the end of the school year as measured by MAP assessments and FSA.
- Percentage of L25 black students achieving learning gains in math will increase from 47% to 50% by the end of the school year as measured by FSA.
- Percentage of black students scoring proficient and higher in science will increase from 45% to 64% by the end of the school year as measured by end of unit quizzes, diagnostic data, science lab assessments and SSA.

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Teachers will build Home School Connections	Teachers will focus on building relationships with students and document communication efforts with parents.
Mentors will be offered and assigned to students in grades 3-5	Teachers will complete mid and end of year surveys on the impact of student's academics and behavior.
Teachers will use the 6M's (Meaning, Models, Multiple Checks for Understanding, Mouth, Movement, and	Administrators will monitor during daily walk throughs and

Music) when planning lessons and attend culturally diverse professional development	documentation in their daily lesson plans.
Teachers will regularly assess, both formally and informally, and purposely discuss and utilize data to modify and adjust instruction.	Teachers and the leadership team will monitor and discuss student's assessment data monthly at PLC's and data chats.

Subgroup Goal (ELL)	Goal Manager: Stephanie Dobson and Diem Nguyen

- Percentage of ELL students scoring proficient and higher in reading will increase from 44% to 57% by the end of the school year as measured by MAP assessments, iStation, running records, and FSA.
- Percentage of ELL students achieving learning gains in reading will increase from 50% to 57% by the end of the school year as measured by FSA.
- Percentage of ELL students scoring proficient and higher in math will increase from 58% to 63% by the end of the school year as measured by MAP assessments and FSA.
- Percentage of L25 ELL students achieving learning gains in math will increase from 47% to 50% by the end of the school year as measured by FSA.
- Percentage of ELL students scoring proficient and higher in science will increase from 45% to 64% by the end of the school year as measured by end of unit quizzes, diagnostic data, science lab assessments and SSA.

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
ELL support teachers will provide differentiated instruction and/or remediation in the student's classroom for bubble students	Teachers and support teachers will monitor and discuss student's classroom data monthly at PLC's and data chats.
Classroom teachers will use WIDA strategies to support their ELL students daily	Teachers will document accommodations in their lesson plan
Teachers will use ACCESS data to create action plans for ELL students based on their needs.	Teachers will document plans on the ELL ACCESS Action Plan and in their lesson plans.

Subgroup Goal (ESE)	Goal Manager: Heather Curtis and Amy Rosado

- Percentage of ESE students scoring proficient and higher in reading will increase from 44% to 57% by the end of the school year as measured by MAP assessments, iStation, running records, and FSA.
- Percentage of ESE students achieving learning gains in reading will increase from 50% to 57% by the end of the school year as measured by FSA.
- Percentage of ESE students scoring proficient and higher in math will increase from 58% to 63% by the end of the school year as measured by MAP assessments and FSA.
- Percentage of L25 ESE students achieving learning gains in math will increase from 47% to 50% by the end of the school year as measured by FSA.

- Percentage of ESE students scoring proficient and higher in science will increase from 45% to 64% by the end of the school year as measured by end of unit quizzes, diagnostic data, science lab assessments and SSA.

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
ESE support teachers will provide differentiated instruction and/or remediation in the student's classroom for bubble students	Teachers and support teachers will monitor and discuss student's classroom data monthly at PLC's and data chats.
Teachers will use appropriate accommodations and strategies to support their ESE students daily	Teachers will document accommodations in their lesson plans

Subgroup Goal (If Needed) Close the Gender Gap	Goal Manager: Rebecca Moore
Percentage of female students scoring proficient and higher in math and will increase from 50% to 62%, closing the gender achievement gap, by the end of the school year as measured by MAP assessments and FSA.	

Actions / Activities in Support of Goal	Evidence to Measure Success
The school based, part time gifted teacher will identify and provide math problem solving and math enrichment bi monthly for 4th and 5th grade female bubble students	Gifted teacher will document in her lesson plans and weekly schedule. Teachers and support teachers will monitor and discuss student's classroom data monthly at PLC's and data chats.

Early Warning Systems (EWS) -- Data and Goals

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

Early Warning Indicator (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Grade Select	Grade Select	School Totals #	School Totals %*
Students scoring at FSA Level 1 (ELA or Math)			32	32	44			108	33.54
Students with excessive absences / below 90 %	14	25	12	11	20			82	7.95
Students with excessive behavior / discipline**	5	18	4	4	10			41	6.29
Students with excessive course failures**	18	37	4	14	30			103	15.8

Students exhibiting two or more Early Warning indicators	0	5	2	8	16			31	4.75

*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.

Percentage of students with 10% or more absences will decrease from 16% to 11% by the end of the school year as measured by attendance data.

Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
The School Social Worker will monitor attendance and share data at Child Study Team Meeting bimonthly. School based attendance form will be used. Teachers will notify concerns and will make phone calls to parents once students miss more than 2 consecutive days.	Review bimonthly of attendance data at Child Study Team meetings
Bi-monthly, child study teams will address students that have missed 10% or more of school and look for trends of why students are not attending school. The team will utilize attendance codes.	Review bimonthly of attendance data at Child Study Team meetings
Competition of the PSW for Attendance quarterly to assist with problem solving to determine barriers for not attending school.	Review of Attendance PSW
Ensure families are aware of the importance of attendance and engage them in attendance related activities, including school wide incentive programs and competitions.	Monthly newsletters and classroom weekly perfect attendance data

⬡ **EWS - Discipline**

Discipline Goal	Please ensure that your goal is written as a SMART goal.

Percentage of students receiving referrals will decrease from 10% to 5% by the end of the school year as measured by referral data.

Actions / Activities in Support of Discipline Goal	Evidence to Measure Success
Teachers will review and follow the school based discipline flow chart, reviewing monthly.	Administrators will monitor during daily walk throughs

Teachers will use the school wide Positive Behavior Plan with fidelity, including building relationships with students using restorative circles	Administrators will monitor during daily walk through and lesson plans
Teachers will use school wide behavior charts and Guidelines for Success to monitor daily behavior	Administrators will monitor during daily walk throughs
Use monthly Commitment to Character and grade level guidance lessons	Guidance Counselor weekly schedule

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.

Small group differentiated instruction, one-on-one instruction, STARS, after school tutoring and enrichment (Promise Time), and Intensive Tier 2 and Tier 3 interventions in phonics, phonemic awareness, vocabulary, fluency and/or comprehension are provided. Reading and math progress monitoring data for L25 students is monitored at PLC's, MTSS and data meetings.

Early Intervention / Extended Learning Goal   Please ensure that your goal is written as a SMART goal.
• Percentage of L25 ESE students achieving learning gains in reading will increase from 47% to 50% by the end of the school year as measured by FSA. • Percentage of L25 ESE students achieving learning gains in math will increase from 47% to 50% by the end of the school year as measured by FSA.

Actions / Activities in Support of Goal	**Evidence to Measure Success**
Reading L25 students will receive Guided Reading and Intensive Tier 2 instruction daily.	Monthly progress monitoring data (running records and iStation)

Math L25 students will receive small group Intensive Tier 2 math instruction weekly	Monthly progress on STMATH

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	47	% with advanced degrees	31.8%
% receiving effective rating or higher		% first-year teachers	0
% highly qualified (HQT)*	100%	% with 1-5 years of experience	34%
% certified in-field**	100%	% with 6-14 years of experience	38%
% ESOL endorsed	54.5%	% with 15 or more years of experience	28%

*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.

Throughout the school year, the principal and assistant principal provide support through observations and feedback in efforts to retain our highly qualified teachers. Additional support and coaching is also provided from an on-site MTSS coach, a part time reading, and Just in Time Math and Science Coaches. The assistant principal assigns mentors to teachers new to a grade and teachers with 3 years or less experience. She provides monthly support meetings throughout the school year. Administration closely observes substitute teachers and level three interns through walk-throughs and observations to consider for future teaching positions. When the opportunity is provided, black and Hispanic teachers are given priority to interview.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Anairam	Zemaitis	Hispanic	Parent
Michael	Waddell	White	Community
Rebecca	Moore	White	Administrator
Bernita	Franklin	Black	Parent
Lori-Ann	DiPenta-Shamsidin	White	Support
Wanda	Delgado	Multi	Parent
Tru	Tran	Asian	Support

Paul	Branesky	White	Parent
Brenda	Ortiz-Roman	Hispanic	Support
Jacqui	Oester	White	Support
		Select	
		Select	
		Select	
		Select	
		Select	

⬡ **SAC Compliance**

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

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

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

| ☒   Yes | ☐   No | Committee Approval Date: |

⬡ **SBLT / MTSS Leadership Team**

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

| ☒   Yes | ☐   No | Chairperson: Jacqueline Oester |

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

⬡ **Budget / SIP Funds**

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan. Attached budget if preferred.

The $4,147.01 SIP funds will be used to purchase supplemental materials and student incentives that support the strategies developed in the School Improvement Plan, Parent Involvement Plan, and Title I budget.